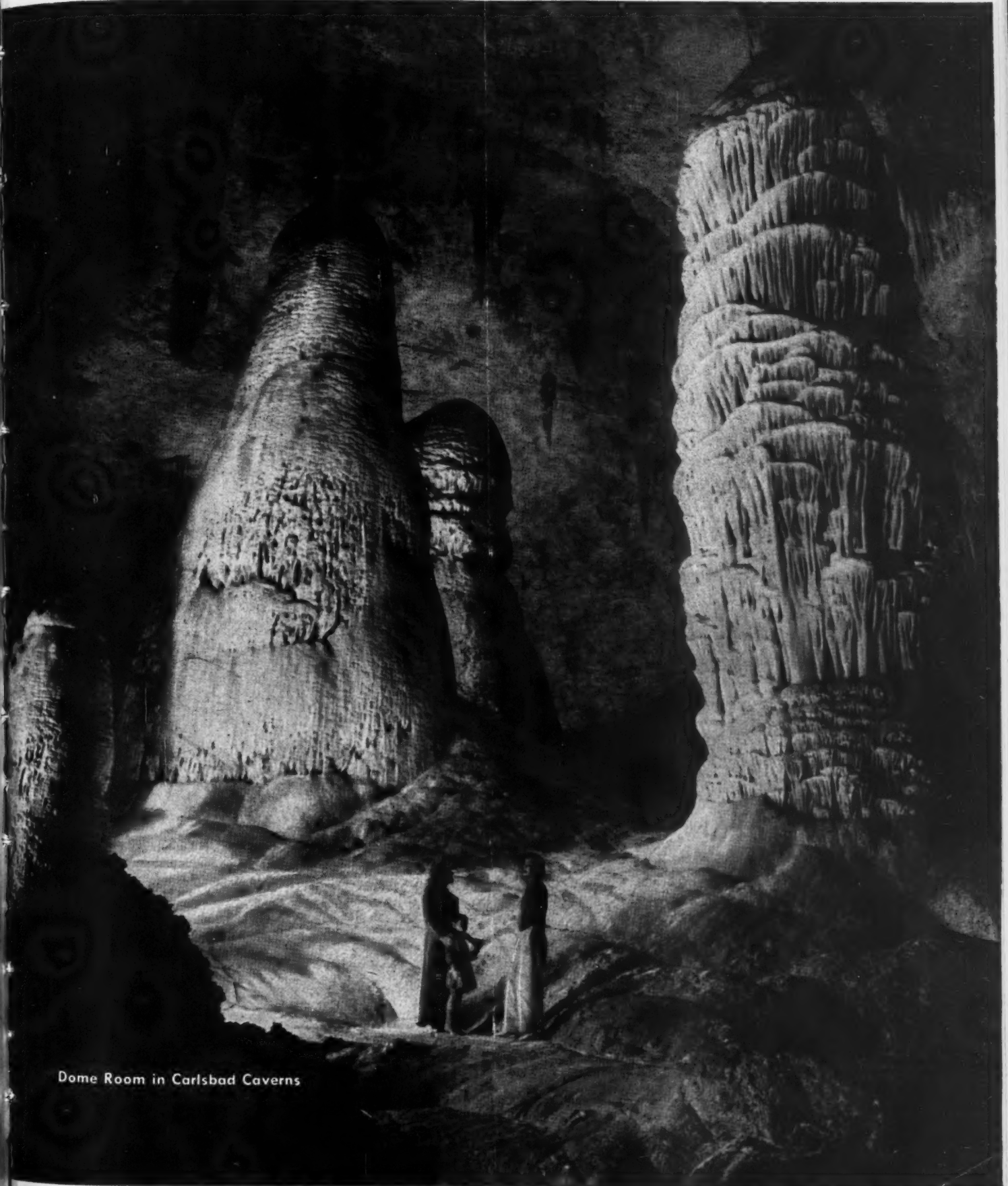


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Official Journal of California Teachers Association

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American Schools make your freedom more secure



When you see a modern school, you no doubt feel a thrill of pride in the unsurpassed advantages which our educational institutions provide for American youth. But do you stop to think how closely these institutions are linked to the good of your community, and to your own individual welfare?

James A. Garfield once said that without education "neither freedom nor justice can be permanently maintained."

The wisdom of that statement is clear when we realize that the task of education is to shape the character of our children, to teach them to appreciate the privileges and accept the responsibilities of a free society. Education thus provides the very roots for all our cultural and economic progress.

In communities, as in nations, where the level of education is high, living standards and incomes are high also. Yet today, efforts to maintain America's educational leadership are severely handicapped—by too few teachers

too poorly paid, inadequate facilities, and shortages of buildings and equipment. Your interest in the school problems of your local community will help build toward future security.

We of American Seating Company, in our work of creating and producing school furniture, have had the privilege of associating with American educators for more than 60 years. Great though their achievement is, it can be greater still with your understanding and cooperation.



Appeared in TIME Magazine, February, 24, 1947



American Teachers aid the progress of your community



Do you regard the teacher's job as one that applies only to children? If so, you see only the beginning of its significance.

The children trained by our teachers are constantly emerging from school to take their places in business, professional, industrial and cultural life. The kind of knowledge, character and ambition they acquired at school will largely determine the future welfare of their communities.

It is the teacher's responsibility to prepare pupils for the adult life as free citizens—to equip them to play an enlightened part in the pursuit of American ideals. The task has grown more complex with the changes wrought by industrial progress.

Our teachers also have a responsibility, of incalculable importance, to help dispel the ignorance that leads to prejudice, hatred and war—and replace it with knowledge that will foster the understanding and mutual respect among men and nations by which peace can be preserved. With such a vital role in our welfare, American teachers are today working under discouraging conditions—

of inadequate compensation, overcrowded classrooms and insufficient facilities and equipment. The need is urgent for every community's business, professional and private individuals to cooperate with teachers in preserving our high educational standards.

American Seating Company, aware of educational needs through close association with educators for more than 60 years, earnestly recommends an active interest in your local school problems.

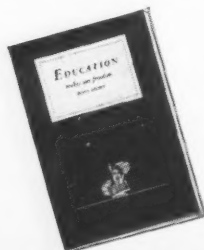


Appeared in TIME Magazine, March 31, 1947

PRESENTING SOME IMPORTANT FACTS ABOUT AMERICAN EDUCATION

WE AT American Seating Company believe that active support for American educators and education is not only a duty, but a fine investment in improved citizenship and a higher standard of living for all. Therefore, American Seating Company is currently presenting some vital facts about education to millions of Americans through a new advertising campaign in TIME Magazine.

With advertisements like those shown on this page, American Seating Company hopes to do its part to widen public understanding of the very real values of education to every individual in every community.



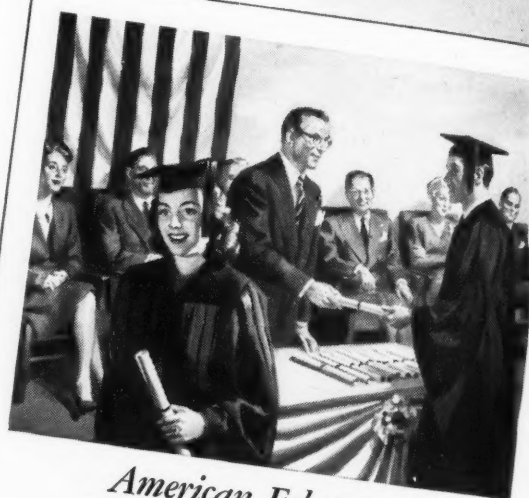
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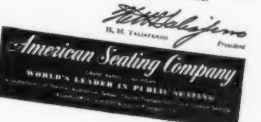
As educators improve the methods of teaching, their pupils become better fitted to embrace the expanding opportunities that lie ahead in every kind of endeavor. As part appreciation of the new and better things that economic and cultural progress can offer—and so help to raise the standards of living.

In communities where educational standards have been raised, the gain in higher average income and better living conditions has been far greater than the cost of the education in your local community. The taxes you pay for support by your local community, the bond issues you must that yields bountiful returns in prosperity.

At present our schools face an emergency of a growing lack of good teachers, resulting from inadequate salaries; also of insufficient space for increasing enrollments, out-

worn facilities, and scanty supplies and equipment. By taking an active interest in your local school needs, you can help solve a nation-wide problem that lies close to the welfare of everyone.

American Seating Company's interest in today's educational problems springs from an awareness of the vital knowledge we have gained through more than 60 years of developing and producing school furniture.



Appears in TIME Magazine, May 12, 1947

In This Issue

... May, 1947

The publication of this issue has been extraordinarily delayed, owing to the fact that the paper ordered many months ago and due here by ship in mid-April, did not arrive until early May.

Cover Picture — A View In The Dome Room In Carlsbad Caverns. Color-Plates courtesy of Santa Fe Railway.

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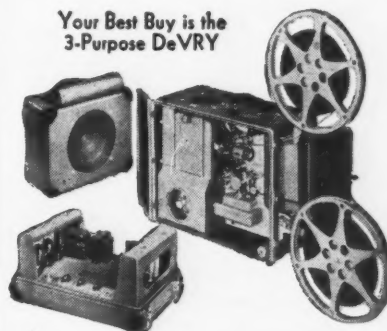
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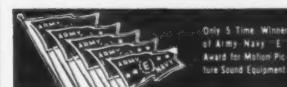
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TRAVEL SECTION



TRANS-CONTINENTAL TRIPS

FOUR ROUTES EAST VIA SOUTHERN PACIFIC

SUMMER is here — almost — and you can hear the rustle of travel booklets and timetables as the thoughts of a vacation-minded populace turn to travel. Among American railroads Southern Pacific is unique in offering travelers their choice of four great routes, approaching the East through entirely different parts of the United States: the South, Southwest, Central and Northwest. By going East on one of these routes and returning by another you see twice as much of our scenic country as you would on an ordinary journey. And, in most cases, you pay not one cent extra rail fare for this two-route privilege.

Sunset Route

The Sunset Route links the West to the East via Phoenix, Tucson, El Paso, San Antonio, Houston and New Orleans, where direct connections are made with trains to the east, midwest and southeastern seaboard. If you live in Northern California, you'll travel either the Coast or San Joaquin Line to Los Angeles where you board a Sunset Route train.

From Los Angeles you pass near the beautiful oasis of Palm Springs, where the mighty vastnesses of the desert and mountains meet, through Yuma and its adjoining Indian Reservation of 8000 acres. Phoenix, center of many well-known ranches and resorts, is the starting point for a side trip by auto over Arizona's famous Apache Trail that leads through Indian country and the Tonto Cliff Dwellings. Next comes Tucson, oldest city in Arizona, lying between the Santa Catalina, Santa Rita and Serrita Ranges. El Paso "The Pass" is a gateway to the great Southwest. It perches high on the north bank of the Rio Grande River which marks the boundary between the United States and Mexico.

You can cross the International Bridge from El Paso to Juarez in a few minutes and find yourself in old Mexico, complete with adobe houses, cathedrals, colorful market places, and even bull fights. Then you dip deep into the heart of Texas to lovely San Antonio, where stand the Alamo, and Randolph Field, the "West Point of the Air."

From El Paso a motor-trip may be made to nearby Carlsbad Caverns, largest and most beautiful in the world.

East from San Antonio lies Houston, the largest city in Texas from where other Southern Pacific lines radiate to many cities and to the "Magic Valley of the Lower Rio Grande." Eastern terminal of Southern Pacific's Sunset Route is New Orleans. This modern city that has carefully preserved the precious charm of Old World France and Spain is justly known as one of the most scenic cities in all the world.

Golden State Route

The Golden State route travels the same rails as the Sunset route as far as El Paso. From this city it takes the most direct route to Chicago and other Midwest points. You travel through historic Alamogordo, Carrizozo and Tucumcari; then over the famous Longhorn Trail of the early cattle drives, the panhandles of Texas and Oklahoma, and across Southern Kansas.

You go through Topeka, capital of Kansas, and on to Kansas City and the surging Missouri River. The rich green fields of Iowa and Missouri go past, and the great Mississippi flows below as you bridge it at Davenport. Then across northern Illinois to Chicago.

Overland Route

You start the Overland Route from San Francisco with a ferryboat trip to Oakland Pier. Even after the 2000 miles of scenic wonders that make up the trip to Chicago, crossing of the San Francisco Bay under the world's largest bridge will remain long in your memory. The route continues across the Sacramento Valley, where discovery of gold started the first of the California gold rushes and over the scenic High Sierra, past lovely Donner Lake.

You pass through Reno, "Biggest Little City in the World," and, farther east, cross the Great Salt Lake and on to Ogden where you can take advantage of free stopover privileges to visit nearby Salt Lake City, famous for its great Mormon Tabernacle.

Then you follow the original Pony Express Route for some miles and into the broad valley of the Platte, rich in historical associations with the Old Oregon Trail and the expeditions of Argonauts in 1849. On to Omaha and into the corn belt of central Iowa, past the neat farms of northern Illinois — and so to Chicago.

Shasta Route

The Shasta Route, too, starts from San Francisco with the ferry trip to Oakland. It parallels the Overland Route almost to Sacramento where it swings north through Red Bluff and Redding, center

A Courtyard in beautiful New Orleans





Historic Alamo Mission in San Antonio, Texas

of the Shasta-Cascade Wonderland Area. At Redding you may take a side trip which includes a boat trip on Shasta Lake formed by Shasta Dam, second highest and longest in the world. Magnificent Mt. Shasta dominates the scenery for miles in this area. From Black Butte the route divides, one fork going over the Siskiyou Mountains and through the Rogue River Valley, the other through Klamath Falls and over the forested Cascades. These routes meet at Eugene and continue north to Portland on the Willamette River. At Portland, northern terminal of Southern Pacific's rails, connection is made with northern transcontinental lines. An alternate route to Portland is the train-motor coach trip through the great forests of the Redwood Empire.

SOUTHERN Pacific trains serving these four travel arteries match the grandeur of the panoramic countryside they traverse. Such streamliners as the "Lark" and "Daylight" between San Francisco and Los Angeles; the "City of San Francisco Streamliner" and the "Overland" from San Francisco to Chicago; the "Golden State" and "Imperial" from Los Angeles to Chicago; the "Sunset" from Los Angeles to New Orleans; and the "Cascade" from San Francisco to Portland — these are among the finest trains in the world.

Summer Trips

Great numbers of California school people, in planning their summer trips to attend schools in various parts of the United States, to visit relatives and friends, and to broaden their geographic knowledge of this continent, will avail themselves of Southern Pacific lines.

LETTER FROM HONDURAS

Pension Lardizabal
Tegucagalpa, Honduras
March 29, 1947

DEAR Mr. Cloud:

What a wonderful job of reconstruction can be accomplished when teachers of all countries become really

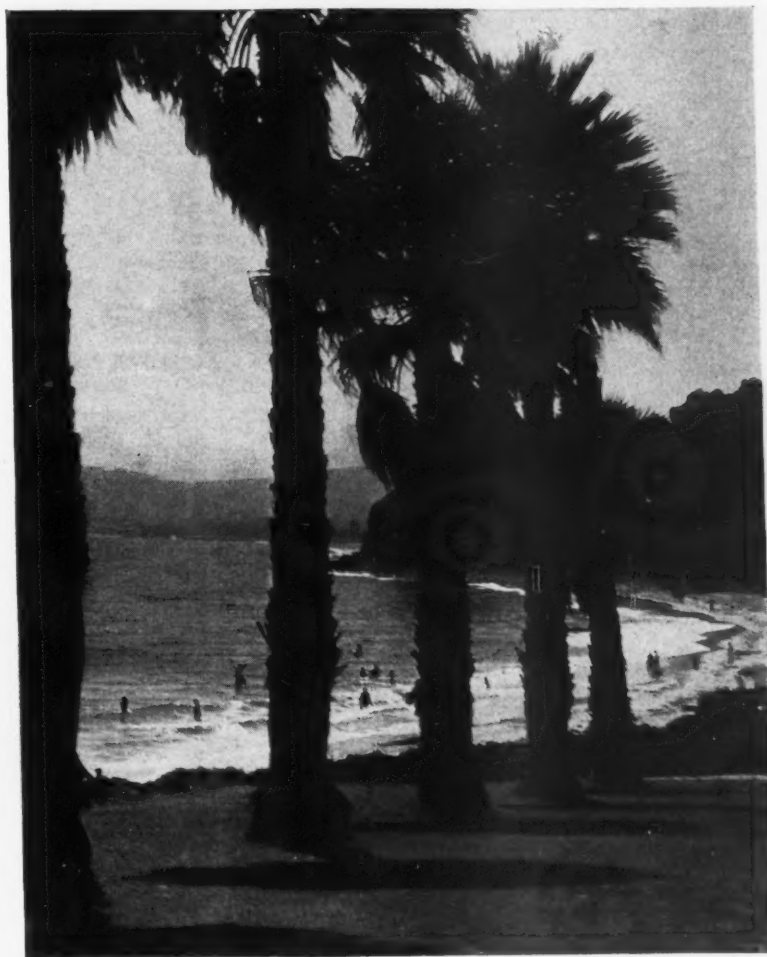
acquainted! They can introduce the children — many parents too — and the children will grow up liking each other. So many candles of friendship will be lighted that they will drive away the darkness of hatred. Sounds simple, doesn't it?

Such numbers of people have extended marvelous courtesies to me during this sabbatical journey that I feel very humble indeed, for I can never, never repay them. Many times these favors were from fine understanding teachers. Sra. Angela Acuna de Chacon, a friend I met in Costa Rica in 1945, now teaches Spanish in USC at Los Angeles, and wrote in my address-book many names of her friends in different countries.

Rosa Vargas and her sister Alicia, whom I met in Los Angeles in 1945, now live in Alajuela, and I was privileged to be for 6 delightful months an actual member of their family. Always these friends "knew a friend or relative, who knew a friend, who . . ." introduced or helped me.

In Cuba the friend was founder and

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president of the Womens Round Table. University women, leaders of the Lawn Tennis Club, have made it a cultural center for music and art and are doing splendid constructive work with the poor of the community. These women, and teachers and business and professional women were ever ready to assist.

The Panama friend, Sra. de Calvo, many years head of the National Normal School, and now Congresswoman, is doing work that really counts for education. She is president of the new Inter-American Womens Club, which started with 700 members, organized solely for promotion of friendship between Panama and the other Americas.

As indicated above, Costa Rica was a continuous story of helpfulness, from all classes and departments.

I have just begun to get acquainted here, but I haven't the slightest doubt but that Honduras, Salvador, and Guatemala will give me the same story to tell. However, I want to tell you of a special incident.

In Managua, Nicaragua, Angela's friend found me a home to live in, and it was a charming and happy one. The Minister of Education appointed a teacher as my guide. I received complimentary trips, with courtesies and atenciones from officials, teachers, and others. One such was to Chinandega agricultural center and to San Antonio sugar ingenio. My ticket said "and one other," so my hostess, Senora Carmencita

and I started the 5-hour journey at 5 a.m.

At Chinandega a professor friend of Senora's husband El Doctor (LLD) showered us with attentions, and two charming friends of Senora insisted we stay at their home. It was delightfully typical, and I shall never forget that night. After dinner we took chairs to the sidewalk outside for coolness.

No street light — no radio — a tiny glimmer of a candle in the home opposite, where presently a marimba sounded. The instrument was homemade, with gourds from the jicarro tree, sweet-toned, and played well by 3 of the family. When it finished, another somewhere nearby started; No. 1 picked up the tune, playing another part.

Before long 4 or 5 marimbas in nearby cottages were all playing together, nobody in sight, just feeling out tunes together. The other front room was our bedroom, and I went to sleep that night listening to the sweet neighborhood music, and wishing that somehow that nations might find a similar means of harmony.

Time flies, I'll soon be home, poorer perhaps in purse; but nobody can ever take away from my memory the riches of deeper importance which wonderful friends have placed there.

Yours sincerely

Helen E. Hoyt

Garvanza School, Los Angeles

I VISIT SCHOOLS IN MEXICO

By Kathryn Witt, Teacher, Franklin School, San Francisco

"FEO, no?" and then Lolita slipped her little hand into mine as we crossed the street back of the market.

"Well," I replied (here my halting Spanish permitted me to spar for time) "there are ugly streets in the United States, too."

I met Lolita in the market where she cared for a baby sister, still in arms, while her mother sold papayas, tomatoes and mangoes. Every morning I went to the market, where I talked with Lolita in my night school Spanish. She was quick and bright and frequently anticipated the end of my sentence.

Her school was in session in the after-

noons only. She had promised to get permission from her teacher for me to visit her class. This she did and so here we were, Lolita and I, hand-in-hand on our way to school. But first we had to go to her house, where she would change into a clean dress, which she had to iron first.

After walking a few blocks we turned into a narrow lane that led off the street. This guided us to a patio where we ducked under lines of clothes bleaching in the bright noon-day sun. Out of every door leading to the patio came young women and little children. They surrounded me, asking questions. The chil-

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dren just stood close and stared. One young, fair-skinned, pretty woman knew a few English words. She had gone to school where they taught English, but now she couldn't afford the fee. To their amazement they learned that we could study any language at night school without charge (and to my amazement they understood me in the language I had studied).

Lolita had taken her dress from the line and was pressing it with a charcoal-iron that had been primed by a previous ironer. Lolita was now ready and we walked to Calle Riva Palacio and again a narrow passage led to a patio into

which the doors of 10-12 schoolrooms opened.

We entered Lolita's room. The floorboards, which had just been swept, were rough and uneven, the windows were so high that not even standing could one look out. The children swarmed about me and just stared. Lolita showed me her reader, with which I was familiar, having just bought one in a book-store. The children beamed at finding me so enthusiastic, we had common ground, I was acquainted with their reading text.

A bell rang. The children scurried out and formed lines. Principal and teachers stood outside facing the children. I stood at the door of Lolita's classroom. Her teacher walked over and asked me to join them. She introduced me to the principal and he in turn introduced me to the classes as a representative of goodwill from the United States, more specifically San Francisco. He went on at some length, and finally closed by saying sincerely, "Boys and girls all over the world are brothers and sisters." If other principals and teachers believed that as sincerely, could peace be far behind?

Then Senor Garini very effectively put the classes through some physical exercises. He then requested the classes to pass to their respective rooms. Principal and teachers clustered around and we talked.

Senor Garini escorted me to each teacher's room where they showed me some of their work. Each class had its class president and he had taken over in the absence of his teacher. A child was called on to welcome me, and to send by me, their sincere best wishes back to the children of the United States.

A third grade had displayed on the wall a very large map of North America. Drawings on it showed industries carried on in various parts of this continent. Another class was making scrap-books as a health project, but didn't have enough magazines for appropriate pictures so some of the pages were left blank. I noted in this room objects they were using to make arithmetic more purposeful.

In the patio, as we left the last room, we met the music teacher. Wouldn't I like to hear the children sing? No sooner said than done. Several classes came quietly together in a room where the music teacher sat down at the piano. The children stood while they sang lustily for half an hour.

It pleased them abundantly when I requested their National Anthem. No

visiting dignitary could have been received more graciously . . . and I had come only to sit quietly by while Lolita's teacher presented a lesson.

There are any number of rural schools for the children from the ranchitos. We noted the date of construction on them, the earliest date we observed was 1937. The State of Hidalgo seemed to have more rural schools than any other State in Mexico. We visited a substantial-looking school dated 1942.

The mestizo speaks a dialect. The teacher's task is to teach them to speak, read and write Spanish.

The teacher and principal of this school were pleased to have an American, who could understand them and thus their problems, visit them.

They offered their guest-book for my signature. It disclosed a half-dozen names of American educators. A quick glance revealed the names of a superintendent of one of the Dakotas, a teacher from Michigan and another from Brooklyn. I commented on the fact that other American educators were interested and had stopped to visit.

"Yes, true," they said, "but they neither



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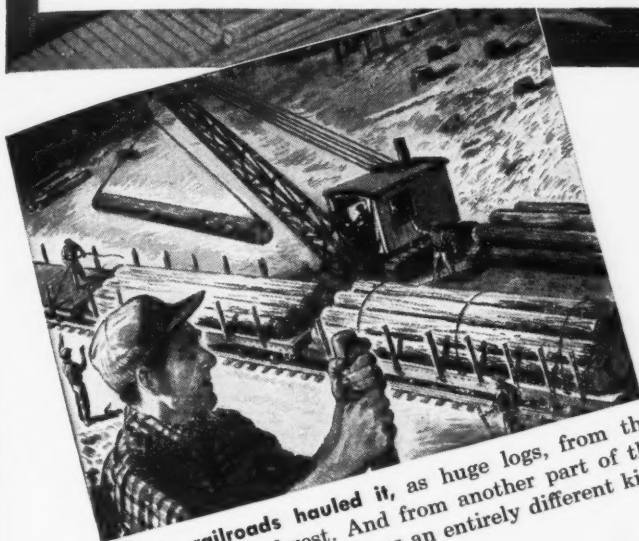
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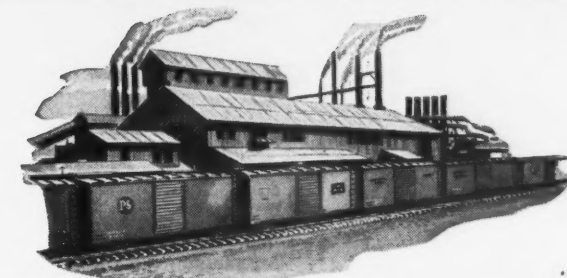
1. "From all over the country, the railroads bring us the materials with which new houses are built. Look at that lumber arriving from a sawmill hundreds of miles away. Before the sawmill cut it into boards—



2. "—railroads hauled it, as huge logs, from the depths of the forest. And from another part of the country, railroads bring us an entirely different kind of shipment—



4. "—railroads also carry fragile sheets of window glass, shipped in special boxes from the factories. In fact, almost everything needed for a new home—bricks, paint, plumbing fixtures, steel—comes by railroad.



3. "—cement, used in making foundations, floors, and walls. Here we see railroad boxcars about to be loaded at a cement mill. In contrast to the heavy bags of cement—



5. "Only the railroads can haul the material required to build the new homes our country needs—at lower average charges than those of any other form of transportation."

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spoke nor understood Spanish. Just looking, permits to understand little."

If you know a little Spanish and have a penchant for the by-paths, what rich reflections you'll have when you return to routine again.

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* * *

Historic Chart of Mankind, a visual record of man's racial, national and cultural progress, a large world chart in many colors, is published by United Educators, 6 North Michigan Avenue, Chicago 2; price of chart, \$2.50.

CARLSBAD CAVERNS NATIONAL PARK

THE front cover of this issue of this magazine portrays a beautiful scene, the Dome Room in Carlsbad Caverns. This fine color plate, courtesy of Santa Fe Railway, reveals a part of a subterranean wonderland.

Santa Fe issues two illustrated travel folders giving full and detailed accounts, — 1. Carlsbad Caverns National Park, 20 pages; 2. same title, but dealing particularly with daily all-expense tours from Carlsbad, New Mexico, 8-panel folder.

California teachers who are including Carlsbad Caverns in their 1947 summer travel plans may obtain these helpful leaflets from their nearest Santa Fe agent.

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* * *

DR. HEPNER TO GERMANY

DR. Walter R. Hepner, San Diego State College president, is having an active hand in the re-education of German youth.

He recently flew to Berlin to serve in an advisory capacity to U.S. Office of Military Government, in its study of the secondary education system in Germany. President Hepner was chosen as a result of his achievements in secondary education.

He began his work in 1913, serving as teacher, vice-principal and administrator in various high schools and was superintendent of schools, Fresno, 1926-28, and in San Diego, 1928-34.

He was chief of division of secondary education in California State Department of Education 1934-35, then becoming president of San Diego State College.

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THE BANFF ROUTE EAST



Dr. Leonard L. Bowman of Santa Barbara For President of National Education Association

A LARGE and strong California State Committee is hard at work to elect Dr. Leonard L. Bowman of Santa Barbara as President of NEA at the forthcoming summer meeting in Cincinnati.

Dr. Bowman has an outstanding record in education, teaching career, leadership, and civic affiliations. He was NEA State Director for California for 3 years; member NEA Executive Committee for 4 years; and now NEA First Vice-President.

Every California delegate to the convention should vote for Dr. Bowman. All California school-people are urged to write letters now, to their friends in other States, recommending their support of Dr. Bowman.

The election will take place at the NEA Convention in Cincinnati, July 7-11, 1947, and the delegates to the convention will do the voting.

The State Committee is urging: 1. Every local teacher organization that is not already affiliated with the National Education Association to send the \$5 fee to the NEA at once requesting affiliation. Only affiliated organizations can send delegates to the Convention.

2. All affiliated organizations to make plans immediately to send delegates to the NEA Convention.

3. California teachers to write their friends among the school people in other States recommending California's candidate. Folders of information concerning Dr. Bowman to be enclosed in these friendship letters may be obtained by sending a request to CTA Southern Section Office.

BOWMAN FOR PRESIDENT.

* * *

SAN DIEGO MEETING

National Science Teachers Association, Western Regional Meeting

WESTERN Region of National Science Teachers Association will meet June 18, 19 in San Diego, as a part of Pacific Division meeting of American Association for the Advancement of Science.

National Science Teachers Association holds, in the national sphere, one meeting each summer with the National Education Association of which it is a department. The winter meeting is generally held with American Association for the Advancement of Science, with which it is affiliated as one of the member organizations.

The first program of the Western Region of science teachers, together with the Southern California Science Teachers Association, will be presented especially for

the discussion of problems of science education.

Vice-President in charge of National Science Teachers Association, Western Region is Bayard Buckham, chemistry teacher and counselor, Oakland High School. Chairman of the joint committee of NSTA and SCSTA is Marion E. Taggart, teacher of general science, La Cumbre Junior High School, Santa Barbara. San Diego arrangements chairman and executive secretary-treasurer is Adrian Gentry, professor of science education and zoology, San Diego State College.

Preliminary announcements may be obtained by writing Mr. Buckham; memberships may be taken out for \$2 yearly — \$1 for local membership.



Dr. Leonard L. Bowman

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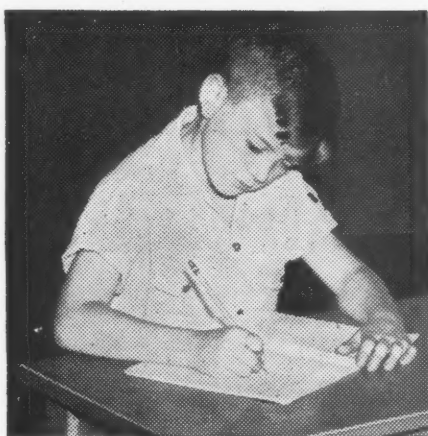
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ROY W. CLOUD, *State Executive Secretary*

VAUGHAN MACCAUGHEY, *Editor*

VOLUME 43 183

MAY 1947

NUMBER 5

CTA ANNUAL MEETING

DIGEST* OF ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION STATE COUNCIL OF EDUCATION; MARK HOPKINS HOTEL, SAN FRANCISCO, APRIL 12, 1947

By Roy W. Cloud

ANNUAL meeting of the California Council of Education, California Teachers Association, was called to order by President Walter T. Helms at 9:30 am in the Room of the Dons at Mark Hopkins Hotel, San Francisco, April 12, 1947.

The Salute to the Flag was led by Mary Virginia Morris of Los Angeles.

Over 300 representatives, proxies, visitors and guests were present. The proxies were seated as regular voting members of the Council for the day.

Roy W. Cloud moved that the special representatives from the various CTA Sections be given the privilege of the floor for the day. The motion was seconded and carried. He next presented a recommendation from the Board of Directors that: The two National Education Association State Directors for California be made ex-officio members of the State Council of Education.

Mr. Palmer moved that the recommendation of the Board of Directors be adopted. The motion was seconded and carried.

On motion of Mary Virginia Morris, seconded by John F. Brady, the minutes of the December 14, 1946, State Council meeting were approved as mimeographed and sent to the members.

The State Executive Secretary then made his annual report:

* Complete mimeographed minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 660 Market Street, San Francisco 4.

To the Members of the State Council of Education

Greetings:

I AM happy to report that enrollment in California Teachers Association is remarkably high. The teachers of the State have responded in their usual fine manner. The increased dues of the Association have already provided additional field representatives and the work of the Research Department is of an unusually high order. With the increased funds California Teachers Association increasingly provides every needed service to its members.

The Legislature now in session has before it many bills which are of exceeding importance to the welfare of public education in California. I hope that our Association will be as successful in this year's session as it has been in the past.

Today marks the last meeting of the State Council at which I shall be the Executive Secretary. On August 31, 1947, I shall have completed my fifth term as your executive officer. These 20 years have afforded me an unusual opportunity of meeting and working with the best people of California. I am glad that in relinquishing my work it is to be assumed by one who has demonstrated his ability. I know that California Teachers Association under his direction will serve its members wisely and well.

My greatest hope is that this organiza-

tion will work at all times for the best interests of the schools of the State. If I can be of service at any time I trust that I will be called upon to help.

At this time I want to thank the State Council, the membership at large, and my associates at headquarters for the fine cooperation which has been accorded me.

Appended hereto is the financial report of the Association.

Respectfully submitted,

Roy W. Cloud

State Executive Secretary

Superintendent of Public Instruction Roy E. Simpson brought greetings from the State Department of Education to the State Council. He discussed the situation at Sacramento concerning a recommendation of the State Curriculum Commission and an attack upon members of the State Board of Education. He asked for the assistance of the members of the State Council and of California Teachers Association.

Mrs. Geneva Davis of Los Angeles moved that a vote of confidence be given to the State Superintendent, the State Board of Education and the State Department of Education. The motion was seconded by Miss Morris and carried.

Thereupon, Dr. Wallace W. Hall, chairman of the Public Relations Committee, addressed the Chair, stating that the Public Relations Committee had adopted a resolution on the subject which it had intended to present as a part of the Public Relations Committee report, but since the matter had come up at this time he would like to move the adoption of the resolution and asked that it be substituted for the motion just passed. The maker and seconder of the previous motion, Mrs. Davis and Miss Morris, agreed to the substitution of the resolution, whereupon Dr. Hall presented the following:

WHEREAS, Certain charges have been brought which reflect upon the integrity of the State Superintendent of Public Instruction, State Board of Education and

the State Curriculum Commission, therefore:

BE IT RESOLVED, That the California Council of Education of California Teachers Association, representing over 40,000 teachers in California, express its continued and complete confidence in the professional integrity of the State Superintendent of Public Instruction, the State Board of Education and the State Curriculum Commission, and

BE IT FURTHER RESOLVED, That our legally-constituted educational authorities be allowed to carry on unimpeded their delegated tasks, and

BE IT FURTHER RESOLVED, That copies of this resolution be sent to the following:

1. The Governor of the State.
2. The State Superintendent of Public Instruction.
3. Each California Assemblyman and Senator.
4. Be given general circulation through the press of the State.

The resolution was seconded and unanimously carried.

The President then called for reports of Committees:

First to report was the Committee on Recruitment, Mrs. Amanda B. Bonwell of Los Angeles, Chairman. The Committee report is as follows:

Recruitment

At its meeting in December, 1946, this Council authorized the use of surplus from the campaign fund for Proposition Number 3 to finance a Statewide recruitment program, with W. Harold Kingsley as director. An office was opened in the Southern Section building, a secretary engaged and furniture and equipment purchased.

Outline of a program of activity was reported and received the approval by mail of members of your Recruitment Committee, of which Ralph Fields was then chairman. This is a report on the Recruitment program as it has been developed to date:

Bulletins

On March 12 Recruitment Bulletin No. 1 was mailed to all high schools, junior colleges, colleges and universities. It presented the CTA plan of activity, recommended the establishment of Recruitment Committees in all of the secondary schools and teacher training institutions, suggested plans for local recruitment programs, listed available speakers and set forth the advantages of teaching in California.

Printed Literature

1. There are currently being mailed to high schools, junior colleges and teacher training institutions 2500 two-color posters for display. They are captioned: California Invites You to Teach, and Invest Your Life in a Great Profession.

2. There have been distributed here to-

day first copies off the press of an 8-page, two-color pamphlet entitled WANTED: 40,000 TEACHERS. Forty thousand of these are being printed for distribution to selected high school seniors, junior college students and freshmen and sophomores in colleges and universities. These will be mailed next week.

Speaking

As suggested in Recruitment Bulletin No. 1, many high schools and junior colleges have conducted panels on Recruitment before audiences of selected seniors. Most of the teacher training institutions have organized traveling panels composed of California Student Teachers and faculty members to present to high schools and junior colleges the need for teachers and the spiritual and material advantages of teaching in California. Programs of this type have been and are being successfully conducted in the following areas: San Francisco, Los Angeles, Redlands, the San Joaquin Valley, San Diego Santa Barbara, Northern California and the Sacramento Valley. Reports from other areas have not as yet been received. In addition, CTA staff members and others have made innumerable addresses before student and adult groups on recruitment. The committee wishes especially to thank the California Student Teachers Association for its splendid co-operation in the recruitment campaign. Most of these groups are also promoting recruitment in their own colleges and universities.

Radio

Radio Stations throughout the State are co-operating generously in the Recruitment program. On February 17 and 24, in co-operation with the Recruitment Division of CTA, Station KFI broadcast panels on recruitment. These were widely publicized and reports reveal that they had a large audience. The first was broadcast from USC, the second from UCLA. Leading educators participated.

KFI then prepared records of these broadcasts and six other radio stations throughout the State have agreed to rebroadcast them. Local teacher organizations assisted in arranging for these rebroadcasts.

Spot announcements for release during Public Schools Week have been sent to all Radio stations in the State. The response has been heartening. Most stations have agreed to put them on the air. Typical is the letter from KROY, Sacramento, which says: "We shall be delighted to be of service to the public schools by using your radio spot announcements during Public Schools Week."

Several panel discussions have been arranged for broadcast during Public Schools Week.

Co-operation by Lay Groups

1. The Director of Recruitment early this year consulted with Mr. Charles Albert Adams, chairman of the General Committee

on Public Schools Week of the California Grand Lodge of Masons. This Masonic committee was mindful of the alarming situation confronting California schools as a result of the shortage of teachers. In a communication to all local lodges they outlined the seriousness of the situation and recommended that the need for teachers and the honoring of the profession be emphasized during Public Schools Week. This action by this committee gave valuable impetus to the recruitment program and is deeply appreciated.

2. The California Congress of Parents and Teachers is co-operating energetically in the recruitment program. Mrs. Rollin Brown in a bulletin to the membership urged local groups during Public Schools Week to do honor to the teachers.

3. Assisted by Bob McKay of the CTA Field Service staff, the Recruitment Division consulted with the District Governor of Kiwanis, International. As a result, a Public Schools Week program, initiated by the Kiwanis Club of Sacramento, has been recommended to all Kiwanis clubs in the State. The program would feature programs at which high school seniors who have decided to become teachers would be honored guests. Short addresses by a boy and a girl student on Why I Am Going To Teach have been recommended. Local newspapers will be asked to publicize these programs. In addition, Sacramento Kiwanians have appropriated \$50 as a starter on a fund to finance prizes for a Statewide essay contest on the same subject. All other clubs in the State are being asked to make appropriations to this fund. We are grateful to Kiwanis for this splendid activity.

4. The Recruitment Division has mailed to all school districts in the State a resolution pointing out the need for teachers, listing the advantages of being a teacher and urging qualified young persons to consider teaching careers. It was recommended that these resolutions be adopted by Boards of Education and school trustees and given to local newspapers for publication.

5. The churches of the State are making a most valuable contribution to the Recruitment Program. The Northern California-Western Nevada Council of Churches has mailed to more than 2,000 pastors a letter urging them to assist by

- a. Preaching sermons on the subject.
- b. Encouraging young people to consider the teaching profession as a worthy career.
- c. Publicly recognizing members of congregations associated with the public schools, and
- d. Encouraging parents to become more faithful in their support of the public schools.

A similar letter is being mailed to more than 3,000 ministers in Southern California by the Southern California Council of Protestant Churches.

Your committee wishes to express its deepest appreciation for this demonstration

of fine co-operation between church and school.

Newspaper

Out of deference to the sponsors of Public Schools Week, the Division of Recruitment has purposely refrained from taking the edge off newspaper releases during Public Schools Week by sending out releases prior to that observance. The Masonic committee has sent 6 news releases to all papers in the State. Each emphasizes the need for teachers and urges young people to investigate the advantages of teaching in California. These releases quote the following California leaders:

The Masonic Public Schools Committee;
First Vice-President of California State Chambers of Commerce;
Presidents of California League of Women and American Association of University Women;
Department Commander of the American Legion;
President of California Teachers Association;
President of California State Federation of Labor; and
President of California CIO Council.

The California Feature Service (Whitaker and Baxter) is sending to all papers in the State an editorial on Recruitment without cost to the Association.

Moving Pictures

The recruitment Committee of the Southern Section is actively striving to induce a major studio to produce a picture glorifying an American school teacher. Warner Brothers is contemplating such a production. We are advised that Twentieth Century Fox is distributing a MARCH OF TIME film entitled The Teachers' Crisis. It is urged that efforts be made in each local community to see that this film is booked. The production was made by TIME in co-operation with National Education Association.

Special Emphasis

All materials beamed to students and to the public has been emphasized:

1. That the need for elementary teachers is the most acute;
2. That teaching is hard work;
3. That only well-qualified young persons should consider training to become teachers.

Recommendations

It is recommended that:

1. General assemblies of students to hear recruitment programs are not advisable, but that such programs should be given only to selected students.
2. That appeals to the idealism of young people are more effective than messages which place major emphasis upon tenure, leaves of absence, salaries, long vacations and retirement.
3. That each member of this Council upon returning home find out whether a local recruitment program is under way and get one started if none has been planned.
4. That Council members upon returning home make a checkup on plans for local observance of Public Schools Week

with administration, Masonic Lodge Masters and the PTA.

5. That the Director of Recruitment be instructed in the name of this Council to thank all lay groups and leaders who have assisted in the Recruitment Program.

6. CTA assist counsellors and guidance directors in high schools throughout the State to sell teaching to high school students by:

- a. Working with the instructors of guidance in summer schools.
- b. Helping counsellors plan meetings already arranged for.
- c. Planning and organizing meetings of guidance teachers where none has yet been arranged for.

7. Since all recruitment material has been sent to all teacher-training institutions throughout the State, a request be made to these institutions by the committee for information as to their plans for guidance on the program of recruitment.

8. It was moved unanimously that Mr. W. Harold Kingsley be given a vote of appreciation and confidence for his remarkable and outstanding work on the problem of teacher recruitment and that this motion be spread upon the minutes of the Council.

Recruitment Committee

Amanda Bonwell, Chairman

Mrs. Bonwell moved the adoption of this report; the motion was seconded and carried.

Committee on Financing Public Education, Dr. C. C. Trillingham, chairman, made the following report:

Financing Public Education

The meeting was called to order by C. C. Trillingham, Chairman, with 29 Committee members and 41 visitors present. Frank M. Wright, former chairman of the committee, whose fine work culminated in the passage of Proposition 3, was introduced and received a great round of applause. Dr. Trillingham explained that he was merely filling Mr. Wright's unexpired term and that the new Board would select a new permanent chairman of the committee.

It was reported that AB 2120 had received a "DO PASS" recommendation by the Assembly Ways and Means Committee and was now ready for the floor of the Assembly.

Increase of Tax Rates

After considerable discussion, it was moved, seconded and carried that a sub-committee be appointed to study and reconcile the various proposals regarding the tax-rates at the several levels, and bring its recommendations back to the Committee for consideration. The chair appointed a committee consisting of Robert S. Hicks, Lionel DeSilva, Pansy Abbott, Frank Wright and Will Crawford, chairman. The sub-com-

mittee deliberated and reported as follows:

1. That the unified district tax-rate should be the same as the total of the separate rates.
2. That the tax-rate for a combination of high school and junior college districts should be the same as the total of the separate rates of those two levels.
3. That to add 20c to the tax-rates of all levels would be good educationally, but not politically wise at the moment, because it might jeopardize the passage of AB 2120. This item was referred to the Legislative Committee and received its favorable consideration.
4. It was also moved that the Finance Committee endorse AB 769, with the change that the tax-rate of a high school district maintaining a junior college program be increased from \$1 to \$1.10.

The Finance Committee adopted the report of the sub-committee.

Emergency Housing

The Committee endorsed the increasing of the amount to be provided in the bills concerning emergency school-housing from 30 million dollars to 90 or 100 million dollars, with the first 30 million to be used for distressed school districts and the rest to be distributed on a matching basis by the Commission that would be set up. This proposal was referred to the Legislative Committee, whose action will be reported later.

Long Range Study

It was recommended that the CTA be asked to institute a long-range study looking toward further equalization, including the matter of equalization of assessed valuations.

Deficits and Surpluses

The Finance Committee recommends that, in order to implement the principle adopted by the CTA that apportionments, surpluses and deficits be kept within their respective levels, AB 2120 be amended to conform to this principle.

Respectfully submitted,
C. C. Trillingham, Chairman

Dr. Trillingham moved the adoption of the report.

A question from the floor concerning the amounts for emergency school-housing was discussed and it was requested that the recommendation concerning increasing the amount for emergency school-housing which had been referred to the Legislative Committee be included in this report for approval. Dr. Trillingham accepted the suggestion and a motion to approve the report carried.

Junior College Problems Committee, Ira C. Landis, chairman, reported as follows:

Junior College Problems

1. Moved, seconded and passed that we support the Magnuson proposal for keeping deficits and surpluses on the various levels.
2. Suggested that Dr. A. J. Cloud and Mr. Brady contact Mr. O'Gara regarding SB 1210, with a view toward rewording

the bill so that it will not curtail the democratic operation of student clubs in the schools, and particularly in the junior colleges.

3. Discussed —

a. Assembly Bills 1496, 1497, 1498, 1499, State College bills.

b. Tenney bills.

c. AB 570 — "Smoking Bill."

Respectfully submitted,

Ira Landis, Chairman

Mr. Landis moved the adoption of the report, which was seconded and carried.

Dr. Frank N. Freeman, Dean of the School of Education, University of California, Berkeley, extended greetings to the Council and expressed his support of the State Superintendent in the present controversy at Sacramento. He complimented the State Council in upholding the State Board of Education and the State Department of Education.

The Junior High School Adjustments Committee, Harold Cook, chairman, reported as follows:

Junior High School Adjustments

Following considerable discussion it was moved, seconded and carried that California Teachers Association accept the responsibility of making the 7th and 8th grades, wherever organized as part of a junior high school, a part of the secondary school system.

Respectfully submitted,

Harold W. Cook, Chairman

At the close of his report, Mr. Cook moved that California Teachers Association accept the responsibility of making a part of the Secondary School System those 7th and 8th grades which have been set up as a junior high school, even though the present time does not seem the propitious moment to introduce such legislation. The motion was seconded and carried.

The Retirement Committee, Mrs. Louise B. Gridley, chairman, reported as follows:

Retirement

The Retirement Committee met Friday morning, April 11, at 8:30.

The discussion and the thinking of the Committee followed the same pattern and principles that were outlined and recommended by the committee and adopted by this Council in December. With one important exception these are incorporated in AB 1625. Since December, it was upon the advice of our legislative advisors that a provision was included in the bill to provide for an additional contribution of \$48 from the local districts to assist in meeting the additional cost of the increased benefits

to be received upon retirement. The State Legislative Committee approved the principle, but voted to increase the additional contribution to \$60. The Legislative Committee also moved and carried that the proposed increased contributions be provided through an obligatory tax above the present operational tax levy.

The Retirement Committee approved the action of the Legislative Committee in requiring an additional tax to the present tax levy, but asks that it not be set up as a special tax fund.

AB 1317 had been referred by the Legislative Committee to the Retirement Committee for study. Because it made possible retirement before the minimum requirement of 30 years has been satisfied by a few, and not by all the teachers of the State, it was moved and carried that the committee recommend AB 1317 be opposed.

Because the provisions for disability requirements of local systems and the State system differ and because it might work a hardship upon the teachers involved, it was recommended that AB 1092, appointing a third doctor in event the opinions of the doctors of the local and State systems differed, be opposed.

An amendment to AB 1625, that provided that retired teachers receive at least \$20 per month, was approved by the Legislative Committee, but was referred to the Retirement Committee for study. Since AB 1625 already provides the equivalent benefits for those not already provided for, it was moved and carried that the Committee recommend that this amendment be opposed.

It was moved and carried that AB 1349 be disapproved.

It was moved and carried that the Committee recommend the provisions granting credit for out-of-State teaching service in AB 55 and AB 361 be opposed. The Committee has attempted consistently to work for changes which would benefit all teachers and because again this would give special benefits to a selected few, the members believed that provision should be opposed.

Because non-certificated staff members can be provided for through the State Employee System, and hence no district is deprived of the opportunity of providing for its non-certificated staff, and because the provisions of the State Teachers Retirement System do not lend themselves to problems of the non-certificated staff, it was recommended that we disapprove any measure which would place such staff under the State Teachers Retirement System.

It was respectfully suggested that our representatives at the Legislature request a hearing on AB 1625 immediately. We believe we have a defensible program, at a cost we can justify, and for the sake of the teachers already retired or retiring in the

near future, action at this session of the Legislature is imperative.

Respectfully submitted,

Louise B. Gridley, Chairman

Mr. Palmer moved the adoption of the report; the motion was seconded and carried.

President Helms stated that Mrs. Rollin Brown, President of California Congress of Parents and Teachers, had expected to be present and to bring a message to the State Council. However, she had been called to Alturas, had left at the close of the previous day's committee sessions, and had requested Dr. Trillingham to present the greetings for that organization.

Dr. Trillingham, in extending greetings, explained the stand of California Congress of Parents and Teachers in the support of the Curriculum Commission and the State Board of Education.

The Chair then called upon President Robert T. Monagan, President of California Student-Teachers Association. Mr. Monagan stated that throughout the previous day California Student-Teachers Association had had a full day session and a very successful meeting. He also reported that 18 faculty sponsors had an all-day conference the previous day. He expressed the thanks of California Student Teachers Association for the opportunities provided by California Teachers Association in establishing a student organization. He then introduced the following delegates and members:

Phyllis Ames, California College of Arts and Crafts.

William J. Applegate, Chico State College.

Shirley Bercovich, San Francisco State College.

Jacqueline Berlinger, San Jose State College.

James E. Biby, Occidental College.

Bruce J. Blackstone, University of Southern California.

Donald R. Brown, Fresno State College.

Shirley Brown, College of Pacific.

Viola Burres, College of Pacific.

Alice Campen, San Jose State College.

Kenneth C. Cooper, La Verne College.

Mary Ann Coppini, San Jose State College.

Kenneth Crist, La Verne College.

Donald Cutter, University of California, Berkeley.

Nadine Diel, Fresno State College.

Ivan Evans, Santa Barbara College.

Martha Ellen Fox, San Diego State College.

Edna Fracchia, San Francisco State College.

Barbara Glynn, San Francisco College for Women.

Melvin C. Grant, San Diego Chapter.

Robert N. Grunewald, UCLA.

Alice Hughes, Mills College.

Lois Jones, La Verne College.

Frank W. Kittinger, La Verne College.

William Koller, Stanford University.

Mrs. Mildred Kuhn, Chico State College.

Ralph E. Larson, La Verne College.

Marilyn Lieberg, Redlands University.

Ruth Lind, San Francisco State College.

Junella Luckinbill, Chico State College.

Margaret Malaby, Chapman College.

Robert T. Monagan, College of Pacific.

Wayland Parsons, University of Redlands.

Richard Prescott, University of California, Berkeley.

Emmett Root, La Verne College.

John Shepherd, San Francisco State College.

Robert B. Simpson, Stanford University.

Justin Fleur Smith, UCLA.

Thomas W. Stephens, College of Pacific.

Billie B. Street, San Jose State College.

Doris Tucker, San Jose State College.

Nancy Williams, San Diego State College.

Ellis Williamson, Humboldt State College.

Kathleen Wintermute, La Verne College.

Salary Schedules and Trends Committee, Guy H. Jaggard, chairman, reported as follows:

Salary Schedules and Trends

The current campaign has had three major objectives:

1. To translate the new money from Proposition 3 into teachers salaries for an average increase of \$600 per teacher.

2. To raise professional salaries of teachers to a maximum of \$5,000.

3. To develop a common practice of salary schedules.

We might say the 3 objectives have been accomplished, and close the report, but a few comments might help round out the picture.

1. In spite of some misrepresentations at the start it looks now that the \$600 average increase will become a fact. Evidence now in hand warrants the prediction that the average salary for California teachers the coming year will be \$3,200 to \$3,300, which betters the \$600 estimate.

2. Due to the energetic and consistent work of certain groups and individuals, there is a group of schools going to \$5,000 for a maximum for the Master's degree, a group sufficiently large to make a pattern easily recognized, one that other schools of like size and financial ability will need to consider.

3. The most heartening success in the movement for better salaries has been the definite recognition that California schools are salary-schedule conscious. There is such a variety of schedules that it is difficult to pick a common pattern. A separate article in Sierra Educational News for May will detail some of this experimental work under the heading The Making of Salary Schedules in California.* To that article I should like to add a new variety,—two schools are planning to pay their teachers next year on a merit-rating basis. The committee voted to make a study next year of this venture into a field that has been declared bankrupt of possibility many times in the past. It is a challenge to the profession. The public knows some teachers are worth \$5,000 to the community, and that others are not. Are we going to let the public set the standards of measurement or are we to do it within the profession?

The committee also voted to make a study

next year of salaries for principals and superintendents of smaller schools.

Need of a Budget Advisor

In a number of communities this year the increase of teachers salaries has been dependent on a reappraisal of the budget for the district. The call for help on this is so widespread and so insistent that the committee urges upon the Board of Directors the hiring of a man schooled in budgeting and finance to work in an efficient and friendly way on calls from local groups desiring such a study. The teachers of California in the last four months have paid out for private accountants more than enough to pay the salary of such a man.

Emergency Teachers and the Salary Schedule

Emergency teachers have become a necessary part of our teacher personnel and must be definitely considered as a group in the formulation of the salary schedule. Many of these teachers are doing work of a very high calibre and we want to encourage such to stay in the profession. It has been a reasonable assumption, however, that a teacher who gives satisfactory service with 2 years of college, will give superior service with 4 years of training. Our California standards are based on that belief. Our problem, then, in salary schedules is to encourage teachers of good promise to take the additional training. This can be done on a salary schedule which gives advancement to such a teacher for 4 or 5 years, but which requires him to advance, by additional training, to a higher classification in order to make further advance on the schedule.

Yearly extension of emergency credentials should be based on a program of advanced training for each one, approved by the State Department or by some educational institution; such a program eventuating in a regular California credential.

Teachers from other States with 4 and 5 years training and satisfactory experience can secure, in a short time, a regular California credential. These people are not emergency teachers and should be put on the regular schedule.

In closing the year of work this chairman desires to express his appreciation of the splendid work done by individuals and groups in all parts of the State. The work has taken time and effort, but the results are reaching every town and city, even every rural teacher in California. In this is our recompense.

Respectfully submitted,

Guy H. Jaggard, Chairman

Mr. Jaggard moved the adoption of the report, which motion was seconded and carried.

Public Relations Committee, Dr. Wallace W. Hall, chairman, reported as follows:

Public Relations

Public Relations Committee met on April 11. The Committee considered and approved the outline of material to be included in the Handbook on Public Relations for local associations, which was authorized at the December, 1946, meeting of the Council of Education. Upon motion, the chairman was authorized to request the State Executive Secretary and the Board of Directors for either financial assistance or the services of a member of the staff for the actual composition of the handbook.

After some consideration of the assistance given by the Grand Lodge of F. and A.M. to the California Teachers Association Recruitment Program, in the 1947 Public Schools Week, it was moved, seconded and carried that the following resolution be presented to the Council for action:

RESOLUTION

WHEREAS, Public Schools Weeks was inaugurated in this State by the Grand Lodge of Masons in 1920, and

WHEREAS, this Annual Observance has brought about a better understanding of the problems, needs and methods of the public schools, thus contributing immeasurably to the welfare of the children of the State, and

WHEREAS, the 28th Observance of Public Schools Week will take place this year from April 28 to May 3, and

WHEREAS, the Public Schools Committee of the Grand Lodge has recommended that especial emphasis this year be given to the need for teachers and the advantages of teaching in California, thus assisting greatly in our efforts to induce well-qualified young people to plan teaching careers,

NOW, THEREFORE, BE IT RESOLVED that California Teachers Association express to the Grand Lodge of Masons its sincere appreciation for the more than a quarter of a century of sponsorship of Public Schools Week as having been in no small measure responsible for California's generous support of public education, and

BE IT FURTHER RESOLVED that a copy of this resolution be sent to the Grand Lodge F and A, M. of California.

The last item of business considered by the Committee was the recent attack upon the State Superintendent of Public Instruction, State Board of Education and State Curriculum Commission by certain groups in the State. It was moved, seconded and carried that a resolution be presented to the Council for action. This resolution has been acted upon earlier by this Council.

Respectfully submitted,

Wallace W. Hall, Chairman

Dr. Hall moved the adoption of the report, together with the resolution contained in the report; the motion was seconded and carried.

THE meeting then adjourned for luncheon committee meetings to be followed by Section meetings for election of the members for the Board of Directors.

President Helms called the Council meet-

* See Pages 28-30 of this issue.

ing to order at 2:30 pm and stated that the special order of business was the election of the Board of Directors for California Teachers Association. He asked the President of each Section to place the names in nomination.

Richard J. Ryall nominated Mrs. Louise Gridley and Dr. Rex Turner for Bay Section.

A. L. Pursell nominated Erwin A. Dann for Central Section.

Joseph D'Anna nominated T. S. MacQuiddy for Central Coast Section.

John Palmer nominated James N. Gardner for Northern Section.

Dennie B. Willis nominated W. A. Chessall for North Coast Section.

L. D. LaTourrette nominated Mary Virginia Morris, Vera Hawkins and Robert C. Gillingham for Southern Section.

The Chair asked if there were any nominations from the floor. There being no nominations, Dr. Trillingham moved that the persons nominated be elected as members of the Board of Directors of California Teachers Association and that the Secretary cast the unanimous ballot for the persons so named. The motion was seconded by r. Price and carried. The Secretary then cast the unanimous ballot.

The Chairman then called for nominations for National Education Association delegates to the representative Assembly to be held in Cincinnati, Ohio, July 6 to 11, 1947.

The Bay Section nominated the following:

Grace McMurtry with alternate Edna Lawson, Homer E. Cleary.

Paul D. Thomas.

Henrietta Ramm with alternate Genevieve Jordan.

Marguerite Connolly with alternate Mary O'Farrell.

Vera A. Swoboda with alternate Mabel Foley, Anna Mae Morrison.

Earl Osborn with alternate Maxwell Cunningham.

Davis H. Smith with alternate Phoebe White.

The North Coast Section nominated Dennie B. Willis with alternate Lillian Hagopian.

Teh Central Section nominated Henry Newbold, A. L. Pursell and stated that one is still to be named.

The Central Coast Section nominated Mary Stewart and Martha Stephenson.

No further nominations being made, Dr. Hall moved that the persons nominated be named National Education Association delegates and the Secretary be instructed to cast the unanimous ballot. The motion was seconded and carried.

Mr. LaTourrette moved that the Southern Section and Northern Section nominees and the one person to be named for the Central Section, all to be elected at Section meetings subsequent to this State Council meeting, be named by the President and Secretary as official delegates to National Education Association. The motion was seconded and unanimously carried.

The Secretary then cast the unanimous ballot for National Education Association delegates.

Mr. Helms called on H. W. Kelly, chair-

man of the Section Officers Committee, who stated that the Section Officers had no recommendations to make; the report was one of progress and would be submitted in writing at a later date.

Section Officers

The Section Officers met in a regular committee meeting Friday, April 11, discussed the problems within each Section, and exchanged many excellent ideas on activities within each Section. Among problems discussed were memberships, services and dues, and the progress of the CTA Organization Committee. A large part of the evening was devoted to the plans for the fall training conferences in the Southern and Bay Sections.

It was moved, seconded and carried that a committee representing the Sections meet in San Francisco to plan the mechanics of the fall conferences. It was voted that the chairmen of the Professional Relations Committees of the various Sections meet with Dr. Hall and Mr. Corey to work out the program. Mr. Roy Cloud was called to present the transportation plans to the NEA meeting for 1947. he also presented pertinent legislation which he considered very important to all of the CTA Sections.

The meeting adjourned, following informal discussion concerning the plans for Section meetings to be held before the close of this school year.

Respectfully submitted,

H. W. Kelly, Chairman

The Chair then called for the report of the Legislative Committee.

Mr. Helms first asked the approval of the Council for the action of the Legislative Committee on March 22. This action was as follows:

Action of the Legislative Committee, March 22, 1947

Approved	
SB 133	AB 265
207	325 (amend)
208	357
209	692
210	769
211	1010
236	1053 (amend)
238 (amend)	1074
389	1113
341	1281
366	1375
398	1625
530	1766
579	1799
623	1801
638	1802
650	1803
724	1814
764	1886
837	1902
839	1997
1002	2120
1003	2224 (amend)
1214	2276
	2286
	2291
	2547

Disapproved

SB 97	AB 38
556	40
557	65
558	298
559	687
775	857
949	946
1024	1342
1025	1349
1026	1925
1027	2014
1028	2194
1029	2195
1030	2196
1031	2473
1340	2600
1341	
1368	

No Action

SB 7	AB 55
36	1063
	1642
	1993

Dr. Trillingham moved, seconded by Miss Morris, that the action of the Legislative Committee on March 22 be approved; the motion carried.

Mr. Helms then made the following Legislative Committee report:

Legislative Committee

Mr. Roy Cloud was called upon and reported the progress being made in the Legislature by various important bills that have the approval of the Legislative Committee.

He spoke particularly of AB 2120, the Apportionment Bill. Governor Warren, having given a letter permitting it to go before the Ways and Means Committee before the adoption of the Governor's budget, the bill has been passed out of the Ways and Means Committee, and will be heard at 11 a.m., Monday, April 21, on the floor of the Assembly.

Mrs. Rollin Brown, President of California Congress of Parents and Teachers, presented AB 2012, providing for the creation of a State Recreation Commission, with an appropriation of \$79,000 to enable it to function through its directors and officers. She pointed out the very great importance of the measure. On motion, it was voted that CTA support the bill.

Dr. Trillingham, chairman of the Committee on Financing Public Education, presented several measures for which his committee desired the support of the Legislative Committee. He first spoke of the various bills that deal with tax-rates in the various districts and asked that AB 1053 be approved as it is—increasing the district maximum tax-rate for continuation high school and junior college purposes from \$1 to \$1.10. The Legislative Committee voted to approve the measure as it is.

The Legislative Committee also approved the enactment of a measure which would make the maximum tax-rates for unified districts the same as for other districts.

Dr. Trillingham next took up those bills providing \$30,000,000 for assistance to im-

poverished school districts. He stated that his committee desired the bills amended to provide for an additional \$60,000,000 to be granted, on a matching basis, to districts other than the impoverished districts.

The discussion indicated that to include this \$50,000,000 in the same bill with the \$30,000,000 would jeopardize its passage.

The Legislative Committee finally voted to increase the appropriation to include \$60,000,000 for districts, on a matching basis, other than the impoverished districts, and that a committee composed of Mr. Lentz, with others to be added, be appointed to draft a separate bill providing for the \$60,000,000.

Mrs. Louise Gridley, chairman of the Retirement Committee, was next given the floor and asked action on several bills affecting retirement of teachers.

She first took up AB 1625, which this Committee had approved at its April 22 meeting, with an amendment that all retired teachers whether in a local or the State Retirement System should receive an additional \$20 per month. To finance this proposal it will be necessary to raise a 48c to a 60c additional tax.

She asked that we rescind our action covering the amendment providing for the increase of \$20. The motion to rescind was approved by this Committee.

Mrs. Gridley also recommended that the Legislative Committee oppose AB 1092 and AB 1317. On motion, the committee voted to oppose these bills.

The Legislative Committee voted to support AB 361, which will include out-of-State credit for service for teachers of blind and deaf pupils, in the Retirement System.

The Committee voted to support that portion of AB 55 which appears in the CTA Digest, and to oppose granting credit for teaching service outside of the State rendered prior to 1944.

On the recommendation of Mr. Russell Croad, chairman of the Committee on Professional Standards and Credentials, the committee voted to support an amendment to a bill which will prevent a teacher on an emergency provisional credential from acquiring tenure or credit for Life Certification.

The committee voted that AB 2014, which fixed the ages of entrance to kindergarten and elementary schools, be amended to the former Code section which prevailed prior to 1945.

It was also voted that Mr. Lentz make such amendments, if necessary, so that AB 341 will not affect attendance of grades 7 and 8 in junior high school.

The committee voted to oppose AB 1949 and to approve AB 1499.

The committee voted to approve in prin-

ciple the establishment of 4-year city colleges instead of two years as at present.

Respectfully submitted,

Walter Helms, Chairman

Mr. Brady moved the adoption of the Legislative Committee report, which motion was seconded and carried.

Due to the absence of John R. Williams, chairman of the Committee on Problems of the County Superintendent, Dr. John S. Carroll made the report for the committee.

He first moved that the Council affirm its support for SB 623: the motion was seconded and carried.

Dr. Carroll then moved that the Council go on record as opposing SB 67 and the other bills which have a like purpose. The motion was seconded and carried.

Dr. Carroll stated that it was the recommendation of the committee that the President of the Association of California County School Superintendents be co-chairman of the California Teachers Association Committee on Problems of the County Superintendent. He moved the adoption of this recommendation. Motion was seconded and carried.

The Tenure Committee; S. Edna Maguire, chairman, made the following report:

Tenure

The State Tenure Committee met Friday morning, April 11, with 14 members present.

The 4-year continuing-contract plan for teachers in districts under 850 a.d.a., which was sent out last year, was read and discussed. Reactions to this plan were not extensive.

1. It was moved, seconded and carried that this was not an opportune time to grant continuing contracts when the scarcity of teachers is apt to induce Boards of Education to grant a better tenure.

The continuing contract should be considered at a later date when the tenure situation might be different.

2. It was moved, seconded and carried that we approve the amendments to AB 1495 and AB 1799.

3. It was moved, seconded and carried that we oppose any amendments to AB 1093 and AB 1902 which would weaken tenure.

4. It was moved, seconded and carried that we re-affirm the action of the State Legislative Committee and oppose SB 97 and AB 65, because they are already in the Code.

It was moved, seconded and carried that the chairman write a letter to Torrey H. Smith, in reply to his letter explaining some points in tenure and thanking him for his interest and file his letter.

Respectfully submitted,

S. Edna Maguire, Chairman

Mrs. Geneva Davis moved the adoption of the report, which motion was seconded and carried.

Character Education Committee, T. W. MacQuarrie, chairman, was unable to report, due to Mr. MacQuarrie's absence, but Mr. MacQuarrie had reported to the President that a report of progress would be submitted, to be included in the minutes. This report is as follows:

Character Education

We had a most successful committee session, although only 8 out of the 20 members were present. We had 4 very interested visitors, every one of them making a contribution to the discussion.

The outlines for Character Education in Los Angeles and San Diego were considered. Teachers present seemed to think that the outlines were properly used in the schools and had some effect.

The committee members seemed to be of the opinion that some kind of a State manual in character education, or even perhaps in "manners and morals," would be desirable. Many cities and most communities have no such outline. If the State Department, under its new organization, could plan conferences on Character Education and eventually publish manuals for various schools and various grades, it was the sense of the Committee that it would be a step forward.

It was the sense of the committee, also, that character education was a subject for all grades and all subjects, and that its success depended upon the attitude and training of teachers. No use trying to develop character in children if the teachers don't have it themselves. Possibly that is a suggestion for our teacher-training institutions.

While I agree that character education is a matter for the whole program, and that the teachers are responsible for its success, I do feel that we need some codes, some specific training in the areas which are most important to combat juvenile delinquency. We must train children not to lie nor steal, nor destroy property. Dean Freeman has something of the same idea, probably a little better stated. He, however, does believe in codes for the training of children in better living.

Respectfully submitted,

T. W. MacQuarrie, Chairman

The CTA Organization Committee, Robert Gillingham, chairman, made an extended progress report, comprising 5 mimeographed pages, single spaced, which was distributed to all present. Additional copies are available from the committee or CTA offices. Too long for inclusion here, it will be presented in synopsis in fall issues of this magazine.

Committee on the Essentials of the Mod-

ern Curriculum presented the following report:

Essentials of Modern Curriculum

The committee had the advice and guidance of Dr. Bernice Moss, consultant in health education, State Department of Education.

Under the Kellogg Foundation, Dr. Moss carried on a workshop in the San Joaquin Valley with the cooperation of many teachers, nurses and others.

From these studies a guide was submitted and used for one year, then revised.

The newly-printed guides will be available about June and will contain units of instruction for grades 9-12.

It is believed that health can best be taught in (1) new courses; (2) in existing course; (3) on a daily basis; (4) and integrated with other courses, such as biological science and social studies.

Teaching of health in physical education classes is not considered so good, yet that is a phase of a health program.

A typical situation for re-doing is 10th-grade biology, which could include a semester of health and health problems, with a unit in social studies on family health and related problems. A resolution was passed that: Health is a desirable attainment and an individual problem based on a survey of the health needs of students and the community. It should have a definite place in curriculum, either in new courses set up for the purpose, or worked out as part of units in existing courses. That the State Department is doing an excellent job of analysis and the Curriculum Commission is to be commended for its work in this field.

Respectfully,
Abby Perry, *Chairman*

Miss Perry moved the adoption of the report, which motion was seconded and carried.

Committee on Professional Standards and Credentials, J. Russell Croad, chairman, reported as follows:

Professional Standards and Credentials

The discussion of the committee was centered around the status of emergency-teacher certificates.

SB 530, introduced as result of action of the State Council in December, has now passed the Senate and is in the Assembly. It is an urgency measure. It provides that teachers on emergency credentials having 2 years of teaching experience and 60 semester units with a grade of C or better, may be granted a provisional credential, good for 2 years. The holder of such a credential must complete 12 units of work toward

a regular credential every 2 years to permit renewal.

The committee approved a recommendation that the Legislative Committee be requested to draw up appropriate legislation which would have as its purpose to prevent a teacher teaching on an emergency or provisional credential gaining tenure or a life diploma. This action was approved by the Legislative Committee and will be discussed later.

The committee also recommends that the Board of Directors combine the Committee on Standards with the Recruitment Committee. This action was based upon the organization of a National Commission on Teacher Education and Professional Standards now set up by NEA. The very active program of this national commission and the materials of the group should be of advantage to California. The principal work of the National Commission has been directed toward recruitment.

The committee also recommended that a sub-committee be appointed to study the problems of variations in practice of evaluating the credits of prospective teachers in the State Department and State Colleges.

Respectfully submitted,
J. Russell Croad, *Chairman*

Mr. Croad moved the adoption of the report, which motion was seconded and carried.

John R. King, chairman of Classroom Teachers Departments Presidents Committee, reported as follows:

Classroom Department Presidents

The Committee of Classroom Department Presidents is proud to announce that since the December meeting at least 16 new local teachers club have been formed or are in the process of formation. This makes a total of at least 25 since April, 1946. All of these clubs have been the direct result of Classroom Teacher Department activity. It should be apparent to the Council that the recognition given by it to the local teacher has met with enthusiastic response. Many Sections have already made provisions for giving representation to local clubs.

The committee wishes to commend the activity of the CTA Organization Committee for the groundwork it is laying for the improvement of the organization. It is glad to see that the position of the Classroom Teachers Department is being given serious consideration. This is as it should be, for the largest proportion of the membership, financial support and morale of the Association comes from teachers. Their leadership should receive a more proportionate recognition.

The committee would also like to pay special tribute to the Salary Committee and

particularly to the tireless work of its Chairman, Guy H. Jaggard, for the significant goals it has gained toward professional salaries for teachers.

The committee feels that it is just as important for teachers to understand and recognize general problems of school administration as it is for the administrative segment of our profession to recognize and understand the problems of education in the classroom. It thereby requests that the State Council take steps to recommend that the State Department of Education include a definite requirement in public school finance and administration as a part of the prerequisite for a teacher's credential.

Respectfully submitted,
John R. King, *Chairman*

Mr. King moved the adoption of the report, which motion was seconded and carried.

Mr. Helms then called upon Leland Pryor and Malcolm Murphy, National Education Association State Directors for California. Mr. Pryor made a plea for continued support and increased membership in the National Education Association. Mr. Murphy outlined the program for the Delegate Assembly in Cincinnati in July and gave the proposed itineraries for the delegates to attend the meeting.

Mr. Helms then resumed committee reports.

Committee on Youth Problems and Delinquency, Edith E. Pence, chairman, reported as follows:

Youth Problems and Delinquency

This committee should be designated as the Committee on Youth Problems and Delinquency Prevention, since the work of the committee is mainly on measures for delinquency prevention. The committee met at noon on April 12, 1947, with 16 committee members and 12 guests in attendance.

Since this has been the first opportunity for the committee to meet since the opening of the current session of the Legislature, the meeting was devoted to a consideration of bills that deal with youth welfare. The committee asks that California Teachers Association support actively the following bills:

SB 133 — Provides for the education of mentally-retarded minors, with State aid if conditions set forth in the bill are met by the school district.

AB 229 — Provides for mandatory testing of the sight and hearing of all pupils.

SB 1167 — Provides for 24-hour schools, to be known as academies, for children of 8 to 16 years of age, whose lives are disturbed but who are not delinquent.

AB 833 — Legalizes the maintaining of school camps by school districts.

AB 265 — Provides that parents shall be liable for damages to property resulting from negli-

gent, wilful and/or malicious acts of their children.

AB 1766 — Provides for apprehension and turning over to parents or school authorities of pupils of ages 14 to 17 who are truant, with juvenile court action in the cases of habitual truants.

AB 1290 — Provides for classes for parent education and a home-making program for study of child care, to which children of pre-kindergarten age may be admitted whose parents or guardians are enrolled for parent education.

AB 589 and 2466 — Make provisions to prevent retail liquor establishments from being located in such proximity to a school as to make them a corrupting influence upon school-children. (These bills are approved in principle, but may need some amending.)

AB 87 and 981 — Provide fine or imprisonment for anyone molesting a child or loitering about a school or public place at which children attend.

The committee requests that if AB 1063 is pressed for passage it be so amended as to allow schools and youth centers, in or near schools, to use coin-operated music-boxes for youth dances.

The committee recommends that California Teachers Association call upon the State Department of Education to make effective provision for the actual carrying out of the law requiring teaching as to the effects of alcoholic liquors on the human system.

It was moved, seconded and carried that this report be adopted.

Edith E. Pence, Chairman

Miss Pence moved the adoption of the report, which motion was seconded and carried.

Donald McIntosh, chairman of Intercultural Relations Committee, gave a brief report of progress.

Citizenship Committee, Dr. Jesse Bond, chairman, made the following report:

Citizenship

The Committee on Citizenship believes that Public Education is faced with more serious challenges at this time than has ever been the case in the history of the State. Some of these challenges are relatively minor and are but continuations of providing educational opportunities as we have long known them.

Other challenges, however, are more basic, and relate to the major areas of life and behavior in our present American democracy and what and how, specifically, we are to educate youth to become sound, loyal and intelligent citizens. There are those in California who express doubt concerning the understanding that school people have of the meaning of our American democracy. There are those who challenge the purposes of our educational program and likewise the content and procedures we recommend to develop good citizens. We accept this challenge. We believe that some of the confusion concerning education grows out of a lack of understanding of

what it is that we in the schools are trying to do.

Therefore, the Committee on Citizenship proposes to prepare an 8-page pamphlet which will present a concise statement relating to what the good citizen is, and how he is made a good citizen. The pamphlet will be divided into 3 sections as follows:

1. A description of what is wanted by democracy and good citizenship.
2. An outline of the difficulties and confusions that inevitably face any citizen.
3. A presentation of practical suggestions for preparing the good citizen in the home, in the community and in the school.

In the section pertaining to citizenship training in school and this should constitute approximately 2/3rds of the pamphlet) reference will be made to the value of a school-wide program, and most of the space will be devoted to listing understandings and attitudes of the citizen, basic in our American Way-of-Life, together with the specific knowledge of historical events and of our government which contribute to such understanding.

The committee proposes to make this pamphlet sufficiently clear so that there can be no misunderstanding as to what conception the teachers of California have of American democracy and of the value and use of specific information and knowledge in training youth for life and service in that democracy.

Dr. James Thornton, director of curriculum and research of the Sequoia Union High School, has accepted the responsibility for directing the preparation of this document. We shall expect to have it prepared and ready for adoption at the next regular meeting of the Council, so that copies may be presented to all members of the State Legislature before their next meeting. We shall expect to present copies of this pamphlet to other groups interested in education, such as service clubs, fraternal organizations, patriotic and veteran organizations, the California Parent-Teacher Association and also to other workers in education, including school board members, school administrators and teachers.

Respectfully submitted,

J. A. Bond, Chairman

Dr. Bond moved the adoption of the report, which motion was seconded and carried.

Dr. Bond then stated that the Citizenship Committee had adopted the following resolution and was presenting it to the State Council for action:

WHEREAS, The California Teachers Association and members of the teaching profession in general are vitally interested in the best and most effective teaching of American History and Civics and the preservation of American ideals and institutions; and,

WHEREAS, We believe that one of the best methods of such teaching would be for students in the schools of the State to have an opportunity to watch and study at first hand the

operation of our State government at Sacramento, particularly while the Legislature is in session and that such opportunity should be provided at the expense of the State, as a part of the State's educational system;

THEREFORE, BE IT RESOLVED, by California Teachers Association that the State Legislature be asked to appropriate funds sufficient to pay the expense involved in taking one boy and one girl high school student from each Assembly District in the State to Sacramento, during each regular session of the Legislature, these students to study under proper supervision and guidance the operation of the Legislative, Executive and Judicial Branches of the State Government, such students to be chosen upon the basis of essays upon some phase of American History or Civics.

Dr. Bond moved the adoption of the resolution. the motion was seconded and caused a considerable amount of discussion. Mr. McDaniel moved that the resolution be laid on the table, which motion was seconded by Mr. Croad and carried.

Adult Education

ADULT Education Committee, Harold F. Seal, chairman, reported as follows:

Motion was passed to present the following motion to the State Council:

That a sub-committee of the State Adult Education Committee, in cooperation with the proper agencies of the CTA, be empowered to study the problem of retirement for adult education teachers and present its data to the Retirement Committee at the December, 1947, meeting, and that the Board of Directors underwrite the expense of such a study.

The chairman was further instructed to call the attention of the Council and particularly the Legislative Committee, to AB 1657, which carries a provision prohibiting Saturday classes, except in junior colleges. This, if passed, would prohibit adult and continuation classes meeting on Saturday, as some do now. The committee asks that the portion of AB 1657 which prohibits Saturday classes be opposed.

I move, therefore, that this report be adopted and the actions indicated therein be ordered.

Respectfully submitted,

Harold F. Seal, Chairman

Mr. Seal moved the adoption of the report, which motion was seconded and carried.

Youth Employment Committee, Mary Ellen Dickison, chairman, made the following report:

Youth Employment

The Youth Employment Committee met at noon Saturday, April 12, with 8 members and 2 visitors present.

Dr. Lillian B. Hill, chief of the division of mental hygiene and child welfare, thanks

to Mr. Olsen of Menlo Park, met with us and gave us many valuable suggestions.

At our meeting in December we made a progress report, but today we have some definite recommendations.

1. We recommend that the State Council accept and promote the State work permit, which has been devised to bring about a uniformity of practice. This permit is made out in 6 copies (3 of them on onion-skin), the last copy to be filed with the State, so that the IBM may tabulate statistics. The permit requires that a birth certificate or some proof of birth be established before it can be issued. The social security number must be written on the permit.

It is the responsibility of all school people issuing work permits to urge the use of this form, which will be ready for use September 1, 1947.

2. We recommend that a similar committee of county and city superintendents devise a transfer-form that can be used State-wide. One of the purposes of this form is to take care of our school transient population. In addition to this transfer we suggest that a folder or a packet be prepared by the student under the supervision of the teacher to accompany him as he goes from school to school.

The contents of this packet should be positive and show the work, the growth, the development and special interest of the child. Something the child would be proud to exhibit. This will require teacher education, sympathy and understanding.

3. We recommend that the State Council appoint a committee to work out a new form of graduation certificate; one that would show subjects studied, as well as the growth and work interests of the student while in school.

4. We recommend that each student upon entering a school for the first time be required to present a birth certificate, a baptismal certificate, or some proof of birth date.

In view of the fact that the employment problem is changing and there will be less and less opportunity for the minor to find work:

5. We recommend that the State Council appoint a committee of educators to meet with State labor leaders to work out a program that will allow work opportunities for young people who need that outlet to enable them to better adjust themselves to society.

We again suggest that all school personnel supervising or directing youth employment aid the employer to know the law dealing with minors and the penalties attached thereto.

To help with this:

6. We recommend that a clarification of the Education Code relating to youth employment be made: that is, all such laws

be brought into one grouping to facilitate the finding of laws governing minors. We suggest no changes at present.

We discussed (1) problems of registering every child that enters the State, (2) the return to the school census at intervals of 2 years, (3) a physical examination for each student leaving school for employment. This latter would necessitate a better health education program and an understanding of physical requirements for different types of employment.

Respectfully submitted,

Mary Ellen Dickison, Chairman

Miss Dickison moved the adoption of the report, which motion was seconded and carried.

Childhood Education Committee, Mrs. Nora L. Pearson, chairman, made the following report:

Childhood Education

Your Committee on Early Childhood Education would respectfully call to the attention of the members of this Council the report, recently issued, of the research staff of the Joint Committee (of the Legislature) on Pre-School and Primary Training.

To quote from the preface by Dr. Frank Freeman, Dean of the School of Education, University of California, "This study report is an unusually careful study of a legislative question. It started with the study of the problem of the support of child care centers. The Legislative Committee . . . recognized that it was not merely an emergency question, but that it raised the whole question of the education of children of the pre-school age. . . . The spotlight is now shifting to the pre-school years. . . . The time has come when legislation should be carefully considered and passed to embody public policy concerning these schools."

The appearance of this report, coupled with the preparation of enabling acts to implement the operation of Proposition 3, calls for a more accurate and general knowledge of the functions, program and administration of the pre-school-primary field.

About 1921, shortly after the kindergarten had been written into the Constitution of the State as a department of the public school system, and an interlocking curriculum prepared for the kindergarten-primary grades, a forward-looking group of California school-people drew up a bill to be presented to the Legislature requiring at least one year, preferably two, in kindergarten, before a child could enter the first grade; and basing that entrance into the first grade, not by a given span of time, but upon tests to indicate the child's stage of development.

Southern California Kindergarten Association refused to approve the bill on two grounds. First: the field of tests and meas-

urements was too undeveloped at that time on the early childhood level to establish their reliability for measuring the development of the child. The research in this field in the succeeding 27 years has gone far toward canceling that objection.

Second: Money. Kindergartens were supported solely by district money. When a child entered the first grade, State money arrived in the school fund. The kindergarten had learned to her sorrow, it was absolutely futile to attempt to hold back an immature child in kindergarten after he was 6, because of the State money received when he entered the first grade. And so through the years, the fixation of starting to the first grade at 6 years of age has persisted in the thinking of the public and the school board, at the same time that scientists have been uncovering proof that birth-dates do not control development. Now that State support for kindergartens is an accomplished fact, the time is ripe to take 3 steps forward:

1. Wipe out that fixation of "first grade at 6 years of age" by a definite systematic campaign of education as to the established fact that it is a perfectly normal condition for children to develop along certain lines at differing speeds and arrive at approximately the same goal, around 8 years of age. This program should be a vigorous one through all channels—press, platform, radio, clubs, etc.

2. The setting up of professional and legal standards for the scope, life and administration of the kindergarten-primary grades of the California public schools, and ranging from 2½ through 8 years of age.

3. This done, arbitrary, chronological legal bounds for admission into and promotion within the period of 3 to 8 years of age can be adjusted in the light of experience that follows.

Support of these kindergarten grades automatically is covered now by the same moneys as the other departments. An interesting sidelight on the apportionment of cost monies is the 2-page comparison of average daily attendance and average daily membership in the elementary schools and the kindergarten schools of Los Angeles City. (Mimeographed copies were distributed.)

The committee realizes the great importance of proper legislation for young children. The committee believes that AB 2014 as amended is not the answer to this problem. Therefore we present the following recommendation:

That a joint committee be set up of representatives from California Teachers Association, the Parent-Teachers Association, the State Principals Organization and the Association of Childhood Education, to make a thorough study of proper standards for entrance and promotion, which may lead to legislation; and also that this committee initiate a public relations program, in order to acquaint the educators and the public on the results of the above. Because of the shortage of teachers and the need for an adequate program for young chil-



New Members of CTA Board of Directors (left to right): Dr. Rex H. Turner, Oakland; James N. Gardner, Sacramento; Mrs. Louise B. Gridley, Berkeley; Robert C. Gillingham, Compton. Erwin A. Dann, Fresno, who has been a member of the Board for several years, was elected President, succeeding Mr. Walter T. Helms. See Article on Page 24.

dren, we recommend that the amendment to AB 2014, as recommended by the Legislative Committee, raising the entrance age to kindergarten and the first grade, be accepted as an emergency measure, until the study has been made of this important phase of education.

Respectfully submitted,
Nora L. Pearson, Chairman

Mrs. Pearson moved the adoption of the report with the recommendation. The motion was seconded. A question was raised as to the use of the word "emergency" as used in the recommendation and a suggestion was made that the word "temporary" be substituted. Mrs. Pearson accepted the change and the motion to adopt the report was put and carried.

This concluded the Committee reports. Under new business Mr. Malcolm Murphy presented the following:

The Council members and officers of CTA Northern Section have authorized me to present the following motion:

I move that the Board of Directors of California Teachers Association be authorized to set up ways and means to investigate any attacks being made on school systems and their teachers under the guise of being subversive, un-American, or similar charges, and that the Board of Directors provide a representative to be present at such investigations as an observer for California Teachers Association, and to furnish legal counsel where needed to defend the civil rights and professional activities of the teachers under attack.

The motion was seconded and carried.

No further business appearing, the meeting adjourned.

Left to Right: Arthur F. Corey, newly-elected CTA State Executive Secretary, taking office September 1; Roy W. Cloud, retiring September 1, after 20 years of service.

California Teachers Association		December 31, 1946
Balance Sheet		
Assets		
Current Assets		
Bank Accounts		\$41,827.41
Savings Banks — Reserve Fund		24,003.36
Cash Funds		405.00
Total in Banks and on Hand		\$ 66,265.77
Accounts Receivable		28,757.11
Memberships — 1947		51,282.00
		80,039.11
Notes Receivable		10,000.00
Savings Bank — Special Funds		10,575.11
Fixed Assets (Furniture and Fixtures)		3,472.09
Investments and Prepaid Expenses		21,818.06
Total Assets		\$192,170.14
Liabilities		
Withholding Tax and Unemployment Insurance		\$ 2,788.48
Deferred Income (1947 Membership)		95,090
Reserve		7,259.25
Total Liabilities		\$105,032.73
Excess of Assets Over Liabilities		\$87,032.41



Yes...

CALIFORNIA MUST FIND 40,000 NEW TEACHERS

California's public school system today faces the most serious problem in its history

Shortage of teachers has caused grievous overcrowding of classrooms, and forced half-time sessions in schools all over the State. More than 10,000 teachers are serving under emergency or sub-standard credentials.



Meantime more than a million California children under the age of six are headed for school. And meantime, too, the number of students training for teaching careers is woefully inadequate to meet the skyrocketing demand.

Thousands of children will be denied proper schooling unless California can find 40,000 new teachers in the elementary field alone—and find them at a rate of 5,000 a year for the next eight years

To prevent educational collapse in California many great organizations have joined forces in an appeal to qualified high school, college and university students to give earnest and favorable thought to training themselves as teachers

That is why this appeal is directed to you by California Teachers Association—

So that you may be aware of the need for your services;

So that you may consider the challenging opportunity to serve your State and Nation;

So that you may be acquainted with the advantages of a teaching career in California.

CALIFORNIA SUPPORTS

With
Good
Pay



In California every full-time teacher must be paid not less than \$2400 a year. This is the minimum. It is provided by the Constitution, having been placed there by vote of the people. It cannot be reduced except by vote of the people. It is the highest constitutionally guaranteed minimum salary for teachers in the world.

Most school districts have salary schedules with automatic increases given each year. The trend in teachers' salaries in California is definitely upward. In fact, the minimum has been increased from \$1320 to \$2400 in a very few years. The demand for teachers is going to remain high for many years especially in elementary schools.

Moreover salaries for elementary teachers are rapidly approaching equality with those paid to high school teachers. Indeed in some school districts teachers at both levels with equal training already receive equal pay

WITH OPPORTUNITY

As a California teacher you will have splendid opportunities for advancement. More than \$150,000,000 worth of California schools—financed by bonds—will be built in the next few years. They must be staffed with new teachers. The rate of the war years and influx of population, will create a demand for teachers. Well qualified young men and women entering the profession will find forward with confidence to merited promotion

California school law provides for generous leaves of absence for teachers. These leaves are of two kinds: leave for travel and study, and leave for sickness. They are among the most generous in the United States.

Under the sabbatical leave law a teacher may be granted a leave for travel or study every seven years with part time pay equal to the difference between his salary and that paid to the substitute who takes his place. The sick leave law now entitles the teacher to at least five days sick leave each year with full pay, cumulative to 25 days in five years.

If a teacher is absent because of illness for five months in a given school year the amount deducted from his salary shall not exceed the amount paid his substitute.

With
Generous
Leaves



WANTED 40,000 TEACHERS

WANTED 40,000 TEACHERS

Wanted — 40,000 Teachers

The above 4 pages are reproduced from the CTA Recruitment Pamphlet distributed to high school seniors and college freshmen and sophomores. The pamphlet, in two colors and titled WANTED 40,000 TEACHERS, was prepared by W. Harold Kingsley, of Los Angeles, Director of Recruitment, under authority of the statewide Recruitment Committee of California Teachers Association.

NEA Classroom Teachers National Conference

AT Miami University, Oxford, Ohio, July 14-25, NEA Department of Classroom Teachers will hold a highly important national conference.

Interested California teachers are urged to register immediately since only 200 participants can be accommodated in the dormitories.

For complete details address Hilda Maehling, executive secretary, Department of Classroom Teachers, NEA, 1201 Sixteenth Street, NW, Washington 6, DC.

Mary Virginia Morris of Los Angeles, member of CTA Board of Directors, is Vice-President of the Department.

ERWIN A. DANN OF FRESNO

President of California Teachers Association.* Portrait on Page 23

ERWIN A. DANN, President of California Teachers Association, is 38 years old; married; and has three children—two boys and one girl.

Born, Syracuse, New York; attended elementary schools in New York State; attended high school, Fresno County; graduated, Oregon State College; graduate work at USC, Los Angeles.

Taught as classroom teacher, elementary, junior high and senior high schools; district superintendent, Fowler Union High School District, for 8 years; since 1945 principal of Fresno High School.

Work in CTA,—Elementary representative to Fresno County Unit; high school representative to Fresno County Unit; vice-president, Fresno County Unit; president, Fresno County Unit; representative

*This sketch was contributed at the request of Sierra Educational News.—Ed.

RTSND PROTECTS TEACHERS

California law protects tenure teachers against dismissal without cause. The Tenure Law applies to school districts in which the number of pupils in average daily attendance is more than 850.

A teacher, new in a district, is a probationary teacher for three years. If he is engaged for a fourth year he becomes a permanent employee. He may then be dismissed only for one of the following reasons: immoral or unprofessional conduct; participation in acts of criminal syndicalism; dishonesty; incompetency, evident unfitness for service; unfitness to associate with children; disobedience of school laws or reasonable local regulations; conviction of a felony or a crime involving moral turpitude. If a governing board wishes to dismiss a teacher, charges must be filed. If the teacher so desires, the case must go to court.

A permanent teacher in California cannot be dismissed for getting married.

*With
Job
Security*



TURY TO ADVANCE

splendid opportunities for advancement for many years to come. More issues voted by the people—are being built or will be staffed. Soaring enrollments, due to the high birth rate and more supervisors, principals and other administrators in California soon will be justified in looking particularly true in the field of elementary education.

*With
Old Age
Security*

The California Teacher's Retirement system is one of the most financially sound in the United States. Under the system, in local school districts, the State of California and the teacher all contribute to the fund.

A teacher starting service now may retire at the age of 63 at half of his average salary, if he has served 30 years—the retirement salary not to exceed \$1500 a year.

As this is written, the California Legislature is considering liberalization of the system. Among other provisions being considered is one which would increase the maximum allowable retirement salary from \$1500 to \$2500 a year.

But... ARE YOU QUALIFIED TO TEACH?

Teaching is hard work. To teach successfully one must be mentally alert, physically strong, morally clean and socially well-adjusted. One must like people and be liked by them. One must have qualities of leadership, and good scholarship rating.

Anyone looking for a "soft snap" should never choose teaching. He would be disappointed.

Why not appraise yourself? Do you possess the qualities essential to the good teacher? If not you'd better forget it. If so, then your next step is to determine at which level you would like to teach, what you would like to teach, and in which fields of education the need for teachers is the most acute.

Broadly, the major levels of education are elementary and secondary. In each there are specialized fields.

For teaching in the elementary schools many students train especially for kindergarten and primary service, or specialize in art, physical education, music or home economics.

It is in the elementary schools that the need for teachers is the greatest and will be for some years.

In the secondary field training emphasis is more upon subject matter—such as history, mathematics, science, et cetera.

Four years of college training are required for an elementary credential in California. Five years are required for a secondary credential.

You may wish to attend a Junior College for two years and then enter a teacher training institution.

For advice as to credentials, scholastic requirements, teacher training institutions—and your own fitness to teach



See Your Counselor or Advisor

to Central Section Council; State Council representative; Central Section president; member CTA Board of Directors.

Major educational interests are in the fields of curriculum and guidance. Hobbies—horses, hunting, fishing, sports.

* * *

THE FAITH OF OUR FATHERS

An Important New Book by
A. J. Cloud, President of
San Francisco Junior College

THIS volume is the answer to the need of many schools for a compact, readable and accurate textbook on the Constitution. It is notable for its presentation of a clear as well as a succinct account of the workings of our government. Historical and illustrative comment is interwoven with the explanation of the provisions of the U. S. Constitution. The total effect is to vivify the great document and thus to justify the title of the book.

The text will enable teachers to guide

their students into a complete understanding of the principles and practices of the federal government. It will furnish the teacher with materials to satisfy fully the requirements set up in State legislation in California with respect to the teaching of the Constitution. The handbook will prove most useful to any individuals or groups who desire or are required to gain a thorough knowledge of the Constitution.

The volume is divided into two main sections. Part One, entitled Governments Among Men, constructs the historical foundation underlying the system of government outlined in the Constitution. Part Two gives a Detailed Analysis of the Constitution, Article by Article, Section by Section, Clause by Clause. The fundamental law of the federal government is presented and recast into direct and simple language, with ample illustration and comment by way of interpretation. The system of government set up by the Constitution is not held before the eye of the reader as perfect in operation, nor yet as

unalterable. On the contrary, it is portrayed as having been adaptable to those developments which have so changed the world since the establishment of the government, as well as to those social and economic forces which today have assumed so much strength and importance. It emphasizes repeatedly the theme that the people are sovereign, and that it is the plain duty of every citizen who believes in democracy to have full knowledge of the Constitution, to give loyal adherence to its principles, to perform faithfully his responsibilities as a citizen, while maintaining his rights and those of his fellow citizens to "life, liberty and the pursuit of happiness."

Test exercises and suggested activities are inserted in the text at the close of each chapter.

This book is beautifully designed, containing many attractive and informative illustrations; the type is clear, legible and pleasingly arranged. The volume is published by D. C. Heath and Company, 182 Second Street, San Francisco; price \$1.68.

Atlantic City Meeting

By Roy W. Cloud

AMERICAN Association of School Administrators held its first post-war convention at the big Municipal Auditorium, Atlantic City, March 1-6, 1947. Presiding was the President, Henry H. Hill, president of George Peabody College for Teachers, Nashville, Tennessee. The new executive secretary of the Association, Worth McClure, formerly superintendent of schools of Seattle, was in charge of the secretarial staff.

California was represented by approximately 150 of its teachers, administrators and college professors. A special party of 59 Californians left San Francisco on Monday, February 23, and traveled in three coaches. Accompanying this group were Mr. Roy E. Simpson, State Superintendent of Public Instruction and Mrs. Simpson.

The first day's convention event, Saturday, was the ceremonial opening of the exhibits at which time Dr. Floyd A. Potter, superintendent of schools of Atlantic City, made the address of welcome. The first general session was a vesper service on Sunday, March 2, at 4 p.m., at the Auditorium; Dr. Hill presided.

The business of great interest to this meeting was the presentation of Honorary Life-Memberships to 8 Past Presidents of AASA. They were given by S. D. Shankland, secretary emeritus of the Association. Among those who received the Honorary Life Membership at this meeting was Dr. Joseph Marr Gwinn, formerly superintendent of schools of San Francisco and for 5 years President of California Teachers Association.

On Monday morning, March 3, The California Breakfast was held at the Ambassador Hotel; 155 Californians and their guests were present. Walter T. Helms, superintendent of schools of Richmond and President of California Teachers Association, presided. Mr. Helms made a wonderfully fine presiding officer and admirably conducted the program of the occasion.

Instead of flowers for the Breakfast decorations, Mr. Helms had provided 50 pounds of Grade A California walnuts, while Miss Mary Virginia Morris, of Los Angeles, member of the CTA Board of Directors, furnished two large boxes of fine big California oranges. The oranges and nuts were piled in profusion about the tables and practically everyone present took a supply of these delicious California fruits as reminders of the occasion.

Mr. Helms called upon numerous guests

who responded with stories and expressions of pleasure. Present at the Breakfast were:

Allen, A. K., Houghton Mifflin Company, San Francisco.
Alltucker, Dr. and Mrs. John A., City Superintendent of Schools, Vallejo.
Babeock, George T., D. C. Heath and Company, San Francisco.
Barnes, David H., District Superintendent of Schools, La Mesa.
Beck, Mr. and Mrs. Cameron, New York City.
Beers, John H., The Macmillan Company, San Francisco.
Begg, Foster A., Superintendent of Schools, Manhattan Beach.
Bernard, Dr. Lloyd G., University of California, Berkeley.
Bishop, Frank E., District Superintendent of Schools, Corona.
Blair, W. L., Board of Education, Pasadena.
Blenkhorn, Mrs. M. M., School Trustee, Santa Monica.
Bonwell, Amanda B., President, Elementary Teachers Club, Los Angeles.
Boynton, Everett D., Assistant Superintendent of Schools, Santa Monica.
Brady, John F., Associate Superintendent of Schools, San Francisco.
Branigan, John, Superintendent of Schools, Redlands.
Breyer, Irving, Attorney, Board of Education, San Francisco.
Brooks, Harold B., Junior High School Principal, Long Beach.
Bryan, Paul C., Superintendent of Schools, Albany.
Bush, Robert N., Service Director, Stanford University.
Carpenter, C. C., Assistant County Superintendent of Schools, San Diego.
Carr, Dr. William G., Associate Secretary, N. E. A.
Carroll, Dr. John S., County Superintendent of Schools, San Diego.
Cloud, Dr. Archibald J., Junior College President, San Francisco.
Clove, James, Superintendent of Schools, Murray, Utah.
Coleman, Ida F., Elementary School Principal, Los Angeles.
Coonan, Mrs. Clarence, Member, Board of Education, San Francisco.
Corey, Arthur F., Executive Secretary, California Teachers Association, Southern Section.
Cornick, Homer H., Superintendent of Schools, Santa Cruz.
Cralle, Robert E., Superintendent of Schools, Inglewood.
Crawford, Mr. and Mrs. Lynn, City Superintendent of Schools, Santa Ana.
Crowd, J. R., Superintendent of Schools, Burbank.
Cuddy, Marie C., Publishers Representative, Chicago, Illinois.
Culp, Mr. and Mrs. W. M., Harr Wagner Publishing Company, San Francisco.
Cunningham, L. L., Contract Agent, Los Angeles.
Davis, Albert M., Superintendent of Schools, Palo Alto.
Davis, Dr. Percy R., Superintendent of Schools, Santa Monica.
Demane, Paul H., Superintendent, Union High School, Anaheim.
Dudley, Ed., Publishers Representative, Los Angeles.

Eurich, Mrs. A. C., Pepsi-Cola Scholarship Board, Palo Alto.

Ford, Dr. Willard S., Superintendent of Schools, Glendale.

Freeman, Dr. Frank N., Dean, School of Education, University of California, Berkeley.
Gamell, Oscar Y., Principal, Springfield, Massachusetts.

Gauer, M. A., District Superintendent of Schools, Anaheim.

Geyer, George H., State Survey Director, Sacramento.

Givens, Dr. W. E., Executive Secretary, N. E. A.

Goodwill, Glen T., Superintendent of Schools, Monterey.

Gwinn, Dr. Joseph Marr, Retired, Pasadena.

Hall, Dr. Wallace W., Secretary, California Teachers Association, Bay Section, San Francisco.

Harding, Ellet E., Board of Education, Santa Monica.

Harper, Laurence, Superintendent of Schools, South Pasadena.

Hayhurst, N. C., Deputy Superintendent of Schools, Glendale.

Helms, Walter T., Superintendent of Schools, Richmond.

Hemphill, F. C., Assistant Superintendent of Schools, Compton.

Hidden, V. A., Educational Representative, Radio Corporation of America, Glendale.

Hill, Margaret F., Elementary Teacher, Santa Barbara.

Hipp, Frederick L., Secretary, New Jersey Educational Association, Trenton, New Jersey.

Hodges, J. Albert, Secretary, Retirement System, San Diego.

Holt, Helen, Principal, Alameda.

Hopkins, Frank O., District Superintendent of Schools, Brea-Olinda.

Hubbard, Dr. Frank W., Director of Research, N. E. A.

Hull, Dr. Oaman R., Dean, University of Southern California, Los Angeles.

Huthens, Jens H., Assistant Superintendent of Schools, San Diego.

Jaster, V. E., District Superintendent Elementary Schools, Brea.

Jones, H. W., Superintendent of Schools, Piedmont.

Kersey, Dr. Vierling, Superintendent of Schools, Los Angeles.

Kibby, George M., Superintendent of Schools, Needles.

Kinkade, Alma, President, High School Teachers Association, Los Angeles.

Kinney, Dr. Lucien B., Professor, Department of Education, Stanford University.

Kratt, Edwin C., Superintendent of Schools, Fresno, California.

Laidlaw, Mr. and Mrs. R. E., Laidlaw Bros., Summit, New Jersey.

Landis, Ira C., City Superintendent of Schools, Riverside.

La Tourrette, Lyman D., President, CTA, Southern Section, Los Angeles.

Lee, Dr. Edwin A., Dean, School of Education, University of California, Los Angeles.

Lee, Gordon C., Student, Teachers College, New York.

Long, Ronald B., On Leave, Los Angeles.

Loomis, R. H., Houghton Mifflin Company, San Francisco.

Macomber, F. G., Dean, College of Education, Drake University, Des Moines.

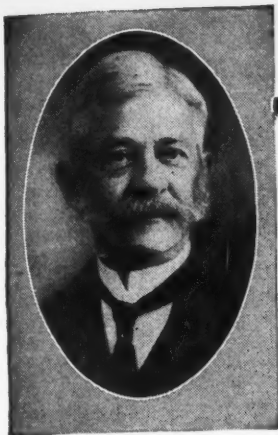
Maehling, Hilda, NEA.

Malloch, J. M., Board of Education, Fresno.

Mannatt, Earnestynne, District Assistant Superintendent of Schools, Los Angeles.

Matson, Leonard E., President, Board of Education, Inglewood.

McClure, Dr. Worth, Executive Secretary, American Association of School Administrators.



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Miller, Bruce, Superintendent of Schools, Ontario.

Morehouse, T. C., Executive Vice-President, MacMillan Company, New York City.

Morris, Mary Virginia, Primary Teacher, Los Angeles.

Murdock, Forrest E., Superintendent of Schools, Inglewood.

Myers, N. D., Superintendent of Schools, Palo Verde.

Napier, John H., Jr., Superintendent of Schools, Piquette, Mississippi.

Nelson, Dr. Thomas L., Superintendent of Schools, Berkeley.

Northrup, O. T., Principal, High School, Tustin.

Oberholtzer, Dr. and Mrs. K. E., Superintendent of Schools, Long Beach.

Odell, Dr. W. R., Superintendent of Schools, Oakland.

Paden, Dr. William G., Superintendent of Schools, Alameda.

Parks, D. Russell, Superintendent of Elementary Schools, Fullerton.

Paulsen, Mr. and Mrs. O. B., District Superintendent of Schools, Hayward.

Peck, George H., High School Trustee, Santa Ana.

Price, Jackson, Superintendent of Schools, Redding.

Rintzel, A. C., School Trustee, Anaheim.
Robinson, Margaret, Member, Board of Education, Fresno.

Ryall, Richard J., President, California Teachers Association, Bay Section, San Francisco.

Schlagle, Dr. F. L., NEA.

Seidel, Vaughn D., County Superintendent of Schools, Oakland.

Sexson, Mr. and Mrs. J. A., Superintendent of Schools, Pasadena.

Shankland, S. D., NEA.

Shaver, Stanley B., Superintendent of Schools, Covina.

Shirey, R. W., Principal, Long Beach.

Siemens, C. H., Director, College, Compton.

Simpson, Mr. and Mrs. Roy E., State Superintendent of Public Instruction, Sacramento.

Smith, Ezra E., County Superintendent of Schools, Riverside.

Spring, Dr. Gardiner W., Superintendent, Chaffey School, Ontario, California.

Sweeney, Leota H., Elementary Teacher, San Jose.

Sweeney, Dr. William G., Head, Department of Education, State College, San Jose.

Thomas, Dr. Frank W., President, State College, Fresno.

Thomas, Dr. Lawrence G., Associate Professor of Education, Stanford University.

Thompson, Anton, Superintendent of Research, Long Beach.

Tibby, Ardella B., Elementary Superintendent of Schools, Compton.

Titus, Mary, NEA, Huntington, W. Virginia.

Titus, Robert C., Superintendent of Schools, Coronado.

Tolle, Dr. Vernon O., Director, School of Education, University of Redlands.

Turner, George W., Member, Board of Education, Fresno.

Turner, Max H., Member, Board of Education, Pasadena.

Turrell, Archie, Principal, Pasadena.

Vandermast, Alvin L., Chairman, ATOLA, Los Angeles.

Vermillion, Mr. and Mrs. George, President, Board of Education, Long Beach.

Walker, Beulah Keeton, NEA, Dallas.

Warren, Dr. and Mrs. Curtis E., Superintendent of Schools, San Francisco.

Walkup, Frank R., Principal, Pasadena.

Wampler, W. Norman, Superintendent of Schools, Bellflower.

Warburton, Dr. Stanley, Superintendent, Union High School and Junior College, Fullerton.

Ward, Ethel S., County Administrator, Oakland.

Whinnery, John C., Superintendent of Schools, Montebello.

Whitehurst, Yvonne, County Art Supervisor, Oakland.

Wilson, Edgar M., D. C. Heath and Company, Arcadia.

Wright, Frank M., Assistant State Superintendent of Schools, Sacramento.

The convention sessions were of unusual interest. Among those who made timely addresses were Senator Robert A. Taft; former Governor Ellis G. Arnall of Georgia; Dr. A. J. Stoddard of Philadelphia; Mrs. Eugene Meyer of the Washington Post; Honorable William Benton, Assistant Secretary of State, Washington, DC; Honorable Hubert H. Humphrey, Mayor of Minneapolis; Dr. James B. Conant, President, Harvard University, and many others of unusual merit.

One of the most enjoyable meetings was the 6th general session on Tuesday evening, March 4, in the Arena of the Auditorium, when Phil Spitalny's Hour of Charm all-girl orchestra gave a marvelous 2-hour musical program. The 50 girls were beautifully

dressed. Each one is an artist. All of the girls take part in the vocal selections and all play some kind of a musical instrument.

There were many Californians on the convention program; among them were John S. Carroll, San Diego county superintendent of schools; Roy W. Cloud, state executive secretary of California Teachers Association; Frank N. Freeman, University of California, Berkeley; Will French, formerly of Long Beach; Osman R. Hull, University of Southern California, Los Angeles; Arnold Joyall, formerly of California and now professor of education, Denver University; Vierling Kersey, Los Angeles city superintendent of schools; Edwin A. Lee, University of California at Los Angeles; Thomas L. Nelson, superintendent of schools, Berkeley; Kenneth Oberholtzer, superintendent of schools, Long Beach; William R. Odell, superintendent of schools, Oakland; Curtis E. Warren, superintendent of schools, San Francisco.

RESOLUTIONS adopted by the AASA covered a multitude of subjects. Among these were the need of universal free education, extension of youth service, the financial needs of the schools, State and Federal Aid, teacher shortage, teachers salaries, disposal of surplus war material, aid to the UNESCO, cooperation with professional organizations in other lands, exchange teachers, veteran welfare, disapproval of teacher strikes, teacher preparation and recruitment, national school lunch program, and appreciation to various officials and participants in the program.

How Salary Schedules Are Made

By Guy H. Jaggard, Bakersfield; Chairman of CTA State Committee on Salary Schedules and Trends

WHEN this committee reported to the State Council meeting in December, 1946, it included a recommendation for a minimum salary schedule for the schools of the State, suggesting minimums and maximums for different standards of qualifications, but recommending a single schedule for both elementary and high school.

Published in Sierra Educational News, January, 1947, it created great interest and called for more detailed information applied to the individual district.

There was then prepared a special sheet on the Teacher Salary Problem for 1947-48. This article, which set forth significant facts on cost-of-living and the economic position of the teacher, explained the factors which should determine new salary schedules and made definite suggestions as to range of salaries. Attention was specifically called to the fact that each and every school district was an individual fiscal problem and

would have to figure its own possibilities in the light of the proposed apportionment law.

This article was followed by an article by Roy W. Cloud, State Executive Secretary, setting forth the provisions of the Apportionment Bill as presented to the Legislature.

I am giving this explanation to show that California Teachers Association was not encouraging teachers to ask and expect salaries entirely beyond the possibilities of the districts to support.

It was evident that there was much more work to be done in individual communities. The school-people of California undertook the task of fitting the new pattern of a professional salary schedule to the local situation. While many districts used the well-proved method of a local salary committee composed of teachers and administrators to revise the present schedule, there were several variations that are worthy of note.

The first of these in point of time, in uniqueness of approach, and in definite results, was the formation of a group of cooperating school people on all levels in CTA Southern Section, which met in January, 1947, for exchange of viewpoints. It determined upon an informal continuing organization to press strongly and unremittingly for a high professional salary for teachers. Before the meeting was over they had unanimously endorsed a resolution that they would set their goal for \$5000 for teachers of high qualifications and proved experience. They never wavered from that determination and for comparable salaries all down the line. They were opposed with the argument that there wasn't money in sight to pay such a salary schedule. They hired financial experts, on special assessment of teachers, to investigate the budgets and determine the possibilities. The struggle tightened, then eased, until in March, 1947, the Beverly Hills board approved a maximum salary of \$5000 for next year.

The \$5000 teacher had come to town!

Several others have already fallen into line. By the time this is published it is confidently expected that sufficient schools will be approving a maximum of \$5000 and better, so that it will fix the pattern for the larger schools and wealthier districts of California. It was the finest example of cooperative teamwork seen in the whole campaign for better salaries.

All praise to the schools in this group, and to their splendid leaders, President John H. French of Beverly Hills High School and Secretary Ed Bedigan of Burbank High School.

A second experiment was the county-wide salary committee. Because of variety of schools and difference in financial ability, this type had less opportunity to succeed. Some good work was done in several counties, notably in San Joaquin Valley,—Kern, Tulare and Merced counties prepared well-thought-out schedules.

The approach was different in the different counties. In Merced county which was held to be a "hard nut to crack" a preliminary meeting was called, at which different points-of-view were presented by individual speakers,—the elementary teacher, the high school teacher, the administrator, the board member. A joint committee was then selected to draft a suggested schedule, which was done on a county-wide basis. A third county-wide meeting was then called to study the work of the drafting committee.

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SANTA BARBARA SCHOOL Carpinteria, Santa Barbara Co., California	MIDLAND SCHOOL Los Olivos, California
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THE KATHARINE BRANSON SCHOOL Ross, California	SARAH DIX HAMLIN SCHOOL 2120 Broadway, San Francisco 15
THE KATHERINE DELMAR BURKE SCHOOL 3065 Jackson St., San Francisco 15	MARLBOROUGH SCHOOL 5029 West Third St., Los Angeles 5
CASTILLEJA SCHOOL Palo Alto, California	WESTLAKE SCHOOL FOR GIRLS 700 N. Faring Road, Los Angeles 24
CONVENT OF THE SACRED HEART Valparaiso Ave., Menlo Park, Calif.	WESTRIDGE SCHOOL 324 Madeline Drive, Pasadena 2

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In Kern County superintendents and principals held one meeting, the teacher representatives held one. The second teacher meeting had the influence of some guidance from the superintendent's group and from the office of the county superintendent. There was agreement that salaries would need to be higher, and that in several districts it would require special election to raise the needed funds. Campaigns are under way in several districts with every anticipation of success, as the public is aware that the school's need is their need.

Alameda County Teachers Association has just issued its Salary Study. It is a sound, well-argued presentation. Its treatment of the emergency teacher is timely and well done. The proposed salary schedule makes it compulsory for an emergency credentialed teacher to work out his deficiencies by the end of the 5th year at a maximum of \$3000, and all equivalents for the AB degree stop at \$3600 until additional units of work are obtained. The maximum for those having 4 years of preparation with the AB is \$3960, for those with 5 years it is \$4440. Chairman John D. Switzer, Hayward Union High School, and his committee are to be commended.

A THIRD method is a year-by-year study by the individual district to keep the salary schedule abreast of the times, especially on the cost-of-living. Superintendent T. L. Nelson, now of Berkeley, inaugurate this plan for Kern County Union High School, covering 5 high schools in the district and for 5 years the plan has been in operation, the present Superintendent Theron L. McCuen having continued the plan. The major attempt was to make a careful study of the cost-of-living and adjust the salary to it. Salaries were adjusted to the cost-of-living index in the early spring. Last year, 1945-46, this resulted in estimating the cost of living at 133% of pre-war, whereas the 1946 summer rise in prices rendered the salaries entirely inadequate. This year the committee has enlarged its study to include pay in other lines of work and in other professions, as it was apparent that teachers were leaving teaching for better pay elsewhere. The recommendations this year include cost-of-living Increment plus an added amount of professional status, bringing the salaries up to a professional level.

A fourth method, used by Oakland last year and by Long Beach this year, is a

year-long study under the guidance of an expert consultant. At Long Beach this year a Salary Steering Committee of 14 members representing all the major groups of certificated employees was assigned to chairmanships of sub-committees, and other representatives outside the steering committee were called upon to fill these committees, a total of over 50 serving.

The following sub-committees were established in October under direction of the consultant:

1. Principles Underlying Salary Schedules,—to establish a basic philosophy upon which the schedule should be built.
2. Composition of Personnel Status,—to make a study of the present personnel; their training and experience; a heavy responsibility in a large system.
3. Comparative Salaries,—Compared with school systems in California and in other parts of the United States. Also comparison with pay in industry and in other professions.
4. Rules and Regulations for Administering the Schedule. This proved so heavy an assignment that it was broken down into two committees.
- Salaries of Special Groups. Four sub-committees worked on the different fields, and included hourly pay and substitutes.
6. Cost of Living. Not only to determine the cost-of-living trends but to devise a formula for adjustment; also to determine the standard of living expected for a teacher.
7. Ability of the Community to Support the Salary Schedule. This is one of the most important studies, for on its soundness depends the whole structure.

The various sub-committees report progress to the Steering Committee from time to time. The Steering Committee debated and then approved such reports until finally they are brought together in a single report to be submitted to the consultant.

The consultant goes to Long Beach in May, 1947, with the report well in hand. He will then have undertaken the following:

1. Set up a salary schedule with minimums, maximums and yearly increments.
2. Devise the transition from the present to the new schedule.
3. Forecast the cost of the proposed schedule.

When the consultant's report is presented to the Board, the Superintendent or the Chairman of the Steering Committee may present to the Board his disagreement with any part of the report. Citizens are also given opportunity to be

heard on the proposed schedule. Final decision is, of course, up to the Board.

What of the many districts over the State who do not have a well-developed plan? The whole State is "salary schedule conscious," which means that sooner or later the old method of paying teachers as little as possible and paying them all the same salary or nearly so, is fast passing out of the picture.

A BASIC salary law for the major share of the schools of California is coming as soon as the financial possibilities under the new State appropriation law are appraised. The \$2400 minimum salary is only a floor under salaries; a salary schedule is the road to the professional basis for the remuneration for teachers.

* * *

JUNIOR COLLEGE ANNIVERSARY

By Erford McAllister, Head of Journalism Department, San Mateo Junior College

SAN MATEO Junior College, one of the earliest district junior colleges, will observe its 25th anniversary this semester by developing a program to be presented the week of May 19-24 for its alumni and friends.

In addition to an open house, held for the general public, the faculty committee in charge has planned an alumni banquet and dance, and has arranged for the term play, *Our Town*, by Thornton Wilder, to be given one evening especially for alumni and their families. Also, the theme of the June Commencement will be the 25th anniversary.

Student publications, such as the college yearbook, the newspaper, and literary magazine, will feature the anniversary, while the college will issue a special 48-page brochure dealing with the history of the college and its part in community life.

Following its opening in 1922 in the San Mateo Union High School buildings, the college grew rapidly and was housed for several years in what was practically a mansion in the city park. Outgrowing that building, the college bought the San Mateo Union High School campus and still occupies those buildings, although, within a few years, the college bought another 30-acre campus on which have been erected a 2-story science building and a large engineering building for all types of shopwork.

The college still has 3 of its original faculty members: El Gertrude Cook, Dr. Harold Taggart and Sam Francis. These three are members of the committee on planning the anniversary program, while others of the group are Dr. Elizabeth Balderston, Ada Beveridge, Erford McAllister, Fredric Roehr and Dr. Frank

Stanger, while Winifred Stetson and John Wrentmore represent the student body.

During its years the Junior College has played an ever-increasing part in the life of its community. Its day-college enrollment has grown steadily and exceeds 1800 at present, while its popular adult program registers from four to five thousand men and women each year. The day faculty numbers 77, while the Adult Center has a faculty of 65.

The college was opened while W. L. Glascock was superintendent; he was followed by Frank H. Boren and Homer Martin, while Charles S. Morris, president from 1931 on, in recent years has carried on the work of the superintendent.

* * *

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Seatwork Activities, by Stone, is a workbook popular with teachers of beginning reading. The new revised edition, pre-primer, can be used in preparation for or supplementary to any primer; price 32c.

* * *

MUSIC FESTIVAL AT FRESNO

By Alfred P. Sessions, Fresno

CENTRAL California School Band, Orchestra and Vocal Association held its 1947 Festival Competition at Fresno State College, on April 25, 26, under the direction of Elwyn Schwartz. The 2-day festival was the largest of its kind ever held in San Joaquin Valley.

Helen W. Johnson, secretary-treasurer of the organization, states that entries were received from 48 different schools, 22 elementary and junior high schools, and 26 senior high schools; 3 junior colleges were represented.

Each musical entry played before qualified judges and received one of the following ratings: 1 (superior), 2 (excellent), 3 (good), 4 (fair), 5 (poor). Nationally standardized judging sheets were used. Theme of the festival was the stimulation of better music in the schools.

An aim of the festival is the promotion of small ensemble and soloist entries. In addition to 25 bands, 18 orchestras, and 35 choruses and glee clubs, there was an unusually high entry of individual soloists; 40 students performed piano solos, 50 students entered in the vocal solo division, and 125 students performed solos on various band and orchestral instruments. A total of over 3200 students took part in the festival.

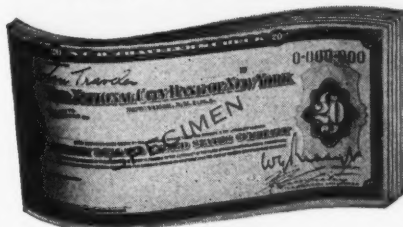


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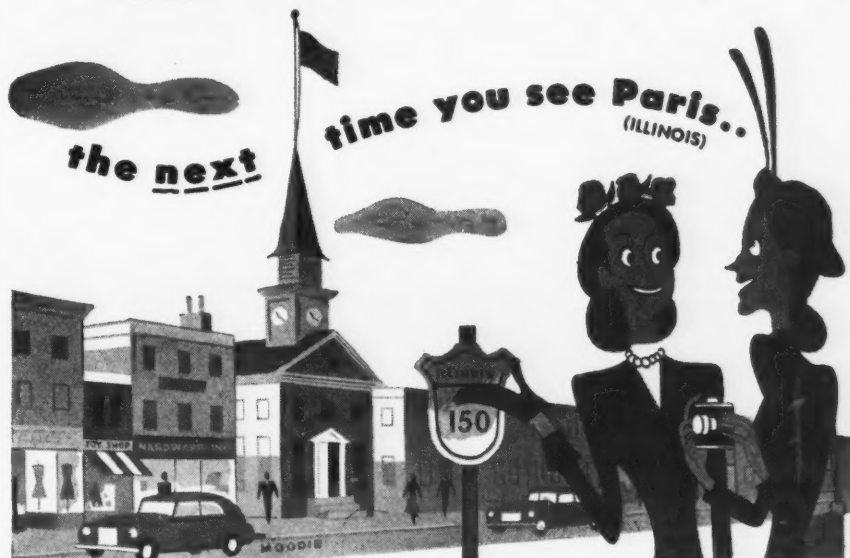
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MAY 1947

TEACHERS AID POLIO FIGHT

By W. Palmer Lucas,* MD

EPIDEMICS of childhood diseases always add to duties of the teacher. Pupils get behind in their work, and too many absences interrupt the routine of the classroom. Worry about recovery of the children, however, does not enter into the picture if the illness is only one of the minor infections.

When polio strikes, the teacher has a more acute problem. Anxiety can grip a community overnight, creating a situation close to panic. You in your relationship to parents can do much to allay fear and to promote intelligent cooperation with health and medical authorities when there is an epidemic. First, you will want to review all that is known about the disease.

Infantile paralysis cannot be taken lightly, but fear of it is exaggerated by ignorance of the facts. While the origin, spread and prevention are still unsolved, continuous laboratory research and study of epidemics have established reliable procedures upon which to act. Polio is known to be a virus disease, which attacks the nervous system. Methods of treatment have been evolved which, given promptly, may prevent or minimize serious effects of paralysis. Some precautions to take during an epidemic have been indicated. Moreover, statistics show that the disease attacks few and cripples only a small percentage.

During an ordinary outbreak, there is a thousand to one chance of escaping paralysis. While children are more susceptible than adults, only about one in 300 fall ill with the disease, and 50% of these recover completely. About one-quarter are left

with a slight disability, although not enough to interfere with a normal life; 15-20% may be seriously and permanently crippled. The death rate—5-10% of all cases—is way below that for tuberculosis or pneumonia.

In 1946 California had 2,184 cases, the highest on record since 1934. This was a serious epidemic, calling for the mobilization of health, welfare and medical agencies. Yet in relation to our 9,220,000 population, only 23.7 people per 100,000 contracted polio. Even in an epidemic, infantile paralysis does not sweep through a whole State or area, and many communities are passed by. In 1946 more than half of the cases occurred in Los Angeles County. Even so, every community must be prepared, as we cannot accurately predict where the disease may appear.

Great Progress in Treatment

Present day medical treatment, applied promptly, holds out great hope of improvement even in cases of serious paralysis. Hot packs relieve pain and spasm; physical therapy restores muscle function. A patient who seemed at the beginning to be hopelessly involved may make a good recovery; surgery performs miracles through muscle transplantation. This knowledge is comforting to parents, and helps them to face the prospect of a child's illness with more calm and optimism.

Parents have a double anxiety when they stop to consider the cost. Hospitalization may extend over months, and each patient must have the constant attention of skilled personnel. But no one need go without the best of care for lack of funds.

The American people have provided for infantile paralysis patients through the March of Dimes, administered by National Foundation for Infantile Paralysis and its chapters in each county. A family should apply to its local chapter, if it cannot meet all or part of medical bills.

Pamphlets¹ are available from National Foundation for Infantile Paralysis which contain interesting information about the disease and the fight against it. It would be useful to have some on hand to give to parents who inquire. Your Health Department and county Chapter of the National Foundation will give you information about the local situation: where patients are hospitalized, the availability of iron lungs and other equipment, the precautionary measures recommended.

Although Health Departments must decide on the advisability of closing schools,

it is generally agreed that children should be kept within their accustomed orbit, avoiding crowds and new contacts. This, at least in some measure, controls spread of the disease. As polluted water may harbor the virus which causes polio, it is unsafe to swim in pools or streams which have not been approved by the health authorities. Fatigue and chilling should be guarded against, since there is evidence that these conditions may bring on a more severe attack. In the summer months, when polio reaches its peak, it is wise to consult the family physician before arranging for tonsil, adenoid or other throat or mouth operations.

The earlier a case is detected, the better chance for a good recovery. During an epidemic watch children for these symptoms: a cold, upset stomach, unexplained fever, muscle soreness or stiffness. Symptoms are usually mild and similar to those of other diseases, but it is safer to report any of these conditions at once.

When children return to school after an attack, even a mild one, they should be guarded against over-exertion. Often a teacher can detect a limb which is weak or not functioning normally, indicating need for further treatment. When a paralyzed child returns with crutches or braces, let him re-enter as many of his former activities as possible. His readjustment will be easier the sooner he learns to help himself. For a long time he has been the center of anxious attention and may be suffering both from disability and over-indulgence. Don't set him apart from the others by giving him more than necessary consideration.

It is best not to introduce the subject to elementary school children, although when questions arise, they should have information which gives them reassurance. Other students can profit by study of the disease in science classes. To meet this need, the National Foundation for Infantile Paralysis has published A High School Unit on Poliomyelitis, including a source-book for students, a guide for the teacher, and film slides. Moving pictures, exhibits, posters and charts are also available. All of this material¹ is sent on request free of charge.

MILLIONS of dollars each year go into treatment of poliomyelitis, while other millions are used for research, education and training of medical and other personnel. This is made possible through the March of Dimes and the organized effort of all those interested in the nation's health. Some day the disease will be conquered, but in the meantime, we must fight it with all the weapons we have. One means is by continuous education, and it is in this capacity that teachers especially serve.

1. For free literature and other material, write to National Foundation for Infantile Paralysis, 120 Broadway, New York 5, NY.

* Data concerning Dr. Lucas supplied by National Foundation for Infantile Paralysis:

Certified pediatrician. Clinical Professor of Pediatrics at University of California; formerly instructor of Department of Pediatrics, Harvard University.

On visiting staff of University of California Hospital, Mount Zion and Stanford Hospitals. Conducted original research in infantile paralysis and hemorrhagic conditions in children.

Author of *Health of the Run-About Child* (1923), *Children's Diseases for Nurses* (1923), *The Modern Practice of Pediatrics* (1927), also *Monograph on Blood, Blood Building Organs and Adolescent Growth and Development Problems*.

Fellow of American Academy of Pediatrics and, among other organizations, member of American Pediatric Society, AMA and American Genetic Association.

CHILDHOOD EDUCATION

CALIFORNIA ASSOCIATION FOR CHILDHOOD EDUCATION

By Mrs. Gladys L. Chandler, Culver City, President

"WARS begin in the minds of men," so avers the charter of UNESCO.

Edgar Dale* asks, "Why don't we start working with these minds when they are immature, flexible? Why don't we start right now using the schools to help build a world that is willing to do what is necessary to achieve world wide peace and security?"

The Association for Childhood Education recognizes the importance of these pre-teen years in the education of children and in the development of attitudes of good will. These attitudes of good will are likewise basic to the development of international and intercultural understanding and relationships.

The Association constantly seeks to promote more desirable educational conditions, programs and practices in the elementary school. To this end California's 5000 members consisting of classroom teachers from nursery school through the sixth grade, special teachers, school supervisors, principals, superintendents, directors of guidance and professors of education have made progress in the following 5 fields of endeavor suggested by the International Association for Childhood Education:

1. Interpreting children

Study groups have been conducted to:

- Determine how children learn so that more effective methods of teaching may be developed.
- Learn how children develop physically so that school equipment and environment can be adjusted to meet their needs and so that necessary rest and relaxation periods are provided for the young child.
- Learn how children develop socially so that individual needs may be met in

helping each child become a well adjusted, happy individual.

2. Interpreting the School

In nursery schools parents are a definite part of the program. They continue in very close relationship with the kindergarten teacher for they are exceedingly interested in the needs of their child and how the school attempts to meet those needs. As the child progresses to the first grade interest and enthusiasm continue.

Members of CACE believe that the teachers of these young children have a real responsibility for interpreting how the school program meets the expanding needs of childhood. They also have the responsibility to foster and encourage this enthusiastic cooperation of parents.

"A little knowledge is a dangerous thing" is more true of school programs than many other situations. Parents who know and understand the aims of the teacher and the program of the school seldom offer



Gladys L. Chandler, President

public criticism. Their relationship is such that if they have suggestions they are given and received in a manner helpful to all.

Since the education and welfare of the

Explains Economic Principles for Ninth-Grade Pupils

OUR ECONOMIC WORLD

Atwood-Pitt

NEW!

This new text explains clearly and interestingly the basic economic and geographic principles that boys and girls should know. It shows how the world's peoples live—how our economic system works. Gives understanding of the earth as man's home, the relation of geographic factors to man's development, how natural resources are distributed, and the place of individuals and groups in planning the economy. It gives the pupil a brief survey of fields of work—encourages him to consider his interests, aptitudes and opportunities.

It supplies this valuable information before the pupil is old enough to leave school. A solid foundation for further social studies and future life.

GINN AND
COMPANY

45 Second Street
San Francisco 5

*Edgar Dale, Director of the Bureau of Educational Research, Ohio State University, Columbus.

child is the mutual interest of parents and teachers why should they not work together all through the elementary school?

California ACE has conducted surveys in various branches to determine the extent and kind of parent contact and conference most frequently experienced.

To help teachers plan these parent conferences a 50-page booklet entitled *We Work Together* has just been published by the California ACE. Contributions and reports in this booklet have been made by many ACE workers and branches. The material has been edited by Dr. Ina Dillon, UCLA, serving as chairman of the CACE Committee on Education and Research.

Letters have also been written by CACE to every teacher training institution in California urging that courses be offered on the techniques of parent conferences as a part of the teacher-training program leading to kindergarten-primary and general elementary credentials.

3. Improving the Health of Children

The physical and mental health of many children have been impaired by the increasing demands, stimulation and complexities of modern life. Behaviors show mental tension, uncertainties, fears and lowered vitality.

CACE seeks to provide more adequate child health services, care and sympathetic understanding.

One committee of CACE is at present making a study of the "style" of children's clothing in California. Is the present type of clothing suitable for the many degree temperature change at mid-day?

Are there as many recreational facilities for children in California as there are for adults?

4. Improving School Facilities and Ways of Working in the School.

Studies have been made of the community school program.

Because of the overcrowded condition existing in many schools kindergarten and primary classes have been moved in to neighboring residential property. It is a surprise to many that good school living can take place in a fine frame house with a yard, trees and a garden. Pillars, corridors and auditoriums cannot compete with such flexible and natural facilities. If the school is overcrowded perhaps the class size can be reduced by moving across the street to a frame cottage.

That kindergartens of California are truly over-crowded was indicated in a CACE spot survey of 600 kindergartens throughout the State; 90% of the kindergartens reporting had an enrollment of 50 to 137 children. Many classes were taught by a single teacher.

SHOP TEACHERS

Prompt delivery of JAM HANDY slides, Automotive Theory (35 films), \$100 delivered, Automotive Care & Repair (35 films), \$100 delivered, Woodworking (22 films), \$82.60 delivered, Engine-Lathe (11 films), \$46.90 delivered. Also Kits on Bench Work, Machining, Welding, Drafting, Aircraft, First Aid, Supervision, etc.

CARROLL W. RICE, 19 Estrella, Oakland 11

To reduce class size in kindergarten and throughout the elementary school is a MUST on the CACE plan of action.

Workshop programs have been conducted by CACE groups to share and experience successful school practices.

Leaders in various fields of education have given generously of their time, without remuneration, to meet with and talk to groups of CACE members.

Dr. Lillian Gray of San Jose State College, serving as Chairman of Community Relations, has consistently helped members understand and avoid problems of minority groups in various districts.

Childhood Education, the National publication of ACE, is a monthly source of inspiration and help for every elementary teacher.

A recent National publication, *Knowing When Children are Ready to Learn*, is typical of the many helps provided for teachers by ACE.

5. Ways of Working with Other Groups, Local — State — National.

The age of individualism is gone. The world has become a cooperative world. To get things done organizations and individuals must learn to work together.

CACE was happy to serve with California Teachers' Association and other co-operating professional groups in securing recent legislation providing State support for kindergartens and increased support for all public education.

More than just educational organizations must recognize the value of united effort and work together to provide more and better educational facilities for ALL children in ALL America.

* * *

A prize of \$1,000 is offered by Child Study Association of America for the best idea or concept for a new and original children's radio program submitted to the Association ON OR BEFORE JUNE 1.

We received this notice too late for inclusion in our April issue. Interested persons should write immediately to Child Study Association of America, 221 West 57th Street, New York 19, N.Y.

* * *

TRANSPORTING PAROCHIAL PUPILS

Contributed by Peirce Coombes, San Francisco

U. S. Supreme Court Decision

801 — STATES AND RELIGION: TRANSPORTING PAROCHIAL PUPILS — Everson v. Bd. Education (New Jersey) — Black:

A taxpayer brought this suit to challenge the right of deft. board to reimburse parents for money spent by them for transportation of their children attending Catholic parochial schools.

Judgment for defts. AFFIRMED.

1. It was urged that due process was violated when the State law taxed some people to help others carry out their private purposes. But a law does not necessarily have a private

rather than a public purpose because it provides that tax-raised funds will be paid to reimburse individuals on account of money spent by them in a way which furthers a public program.

Subsidies and loans to farmers and homeowners are examples of the propriety of such policies.

2. Taxation for transportation of children to church schools does not constitute support of a religion by the State and thus violate the First Amendment, and the law authorizing the practice is not a "law respecting the establishment of religion."

The First Amendment is aimed to protect against governmental intrusion on religious liberty; must be read in the light of American history and the causes which led to its enactment.

It means that neither a State nor the U. S. can set up a church or pass laws which aid one religion, aid all religions, or prefer one religion over another; they cannot force or influence a person to go to or remain away from church against his will or force him to profess a belief or disbelief in any religion.

No tax can be levied to support any religious activity or institution. Neither the State nor the U.S. can participate in the affairs of any religious organization, and vice versa.

The "establishment of religion" clause stands as a wall of separation between church and State. Its purpose, however, is not to cut off church schools from public or governmental services.

Dissenting opinion by Jackson, with whom Frankfurter joins. Dissenting opinion by Rutledge, with whom Frankfurter, Jackson and Burton agree.

Attorney General's Opinion

TEACHERS RETIREMENT; OVERPAYMENT (46-363). Reimbursement of the State Teachers Retirement System on account of overpayment of teachers may under Ed. C. 14494 be accomplished by deductions from monthly retirement payments during the members lifetime, but any balances are not collectible upon death from their estates as a debt.

These items are through courtesy of Mr. Coombes and *Weekly Law Digest*.

* * *

ENGLISH TEACHERS MEET

NATIONAL Council of Teachers of English will hold its 1947 Convention in San Francisco, November 27-29, St. Francis Hotel, headquarters. The Council has never met west of Kansas City.

The convention will bring to California a large group of nationally-known specialists in the field of the language arts at the college, high school, and elementary school levels. The Council has recently undertaken a nationwide curriculum study under direction of Dora V. Smith of University of Minnesota.

For hotel information or reservations teachers should write to Housing Committee, National Council of Teachers of English Convention, room 200, Civic Auditorium, San Francisco 2. — Henry C. Meckel, School of Education, U. C., Berkeley.

AUDIO-VISUAL EDUCATION

In Pacific Coast Colleges

By CTA Bay Section Committee on Audio-Visual Education; Chairman, Maxima Morris, Teacher, Woodrow Wilson Primary School, Daly City

IN view of the rising stress upon audio-visual-radio in education, the majority of colleges and universities are offering such courses for teachers this summer.

The audio-visual-radio committee of CTA Bay Section has listed the following courses. Additional courses will be added to the program as the various colleges complete the planning of their summer session programs:

CALIFORNIA, Berkeley: S 125, Instructional materials and equipment, 2 units.
126, Workshop in visual education, 4 units.
Santa Barbara: S 121, Audio-visual-radio.
UC, Los Angeles: Radio institute.

STANFORD: Educ. 141, Laboratory in audio-visual education.

SAN JOSE STATE: Audio-visual-radio, 3 units.

FRESNO STATE: Audio-visual-radio, 3 units.

SAN FRANCISCO STATE: 3 370 M, Audio-visual education.

HUMBOLDT STATE: Audio-visual education.
COLLEGE OF PACIFIC, Stockton

Course Name	Units	Instructor
Education		
S 135 Air education	2	Stevens
S 190 Introduction to audio-visual methods	2	Stevens
S 191 Audio-visual methods in teaching	2	Lindhorst
Speech		
S 179 Fundamentals of broadcasting	2	Crabbe
S 184 Radio production	2	Crabbe
S 189 Radio and the school	2	Crabbe

Course Name	Units	Instructor
Education		
128 V Visual aids for vocation education	3	Miller
145 S Auditory and visual aids in teaching	2½	Hayden
Speech		
61 Radio speech	2½	Bird
62 Advanced radio speech	2½	Bird
162 Radio production methods	2½	Bird
163 Radio program building	2½	Bird

Course Name	Units	Instructor
Educational		
431 Construction and use of visual aids	3	Eby
535 Organization and supervision of visual aids	3	Eby
531 Educational cinematography	3	Eby
537 Correlation of radio and recording with visual aids	3	Eby
507 Seminar in visual aids	3	Eby
503 Special projects in visual aids	3	Eby

How to Increase Reading Ability, a guide to diagnostic and remedial methods, by Harris, published by Longmans, Green, first edition 1940 and reprinted many times, now appears in a fine new school edition. This authoritative and widely-used manual is at the top of its class; price \$4.

* * *

EDUCATION CLUB

At San Diego State College

By M. D. Alcorn, Sponsor

DURING the War, San Diego State College chapter of California Student-Teachers Association became inactive, due to depleted enrollments in teacher education. However, CSTA was re-activated November, 1946, but under a different plan of organization.

Being fully aware of the acute teacher shortage in the public schools and realizing the need to do more by way of recruiting capable, lower-division students from our own school for the teaching profession, we decided to organize an Education Club.

Accordingly, all students interested in teaching as a career were invited to join the Club, while CSTA was organized to operate within the larger organization.

The results, after a brief trial of the plan, have been all that were anticipated.

We now have 183 members of the Club, representing students from every class, and an all-time high of 87 CSTA members. The large club membership has insured successful meetings with very satisfactory attendance despite conflicts with other events on the school calendar.

The activities have been varied and productive. One or more general meetings have been held each month, dealing with current educational problems. We have had two evening meetings, one a dinner meeting with Dr. Peter Spencer of Claremont Colleges as speaker. One noonday each week all members are invited to bring their lunches for an informal get-together at a designated place. A monthly newsletter is sent to all members.

The Club is represented on several important committees: executive board meetings of San Diego CTA, Melvin Grant; San Diego council of teacher recruitment, George Gross; and State CSTA committee on professional growth, Jack Blake.

Any measure of success that can be attributed to the Club has been largely due to the loyalty and effort of its first group of officers: Jack Blake, president; Melvin Grant, vice-president; Robert Wallihan, treasurer (also secretary of CSTA); and Martha Ellen Fox, secretary.

William D. Reeve writes in The Mathematics Teacher:

"The books will be enjoyed by pupils everywhere. They set a high standard both in pupil interest and in sound pedagogy. For those contemplating a change in arithmetics, this series is recommended as one that meets the specific aims and objectives of the new arithmetic."

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Distinguished textbooks for grades 3-8 that emphasize meanings and relationships and give essential insight into the number system. The rich, varied, and interesting program of review and testing enables the child to check constantly on his growing body of knowledge.

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"A Stranger Shows the Way"

By Joseph W. Landon, Supervisor of Music, San Bernardino City Schools

THE Stranger paused, then turned slowly toward his questioner, and said, "Everything we do, we do with our neighbors, whether it's work, play or worship. Good neighbors are found not only in your local community, but exist in all races, in all colors and in all creeds!"

This Stranger was the central character around whose thoughts concerning tolerance and good neighborliness in these United States the theme of the musical pageant *A Stranger Shows the Way* was written.

The second in an annual series of such productions, "The Stranger" was written, planned, rehearsed and directed as a co-operative effort of the teachers and administrative staff of the San Bernardino City Schools. The final performance was given publicly on January 31, 1947.

Following the idea of World Cooperation in the United Nations organization as expressed in the theme of the 1946 pageant *Builders for Peace*, the presentation of *The Stranger* came at a most opportune time when intolerance and prejudice threaten the structure of our Republic from many quarters.

Teachers and students of the San Bernardino City Schools proved that good neighborliness is practical, both in the theme of this pageant and in the manner in which it was developed and presented.

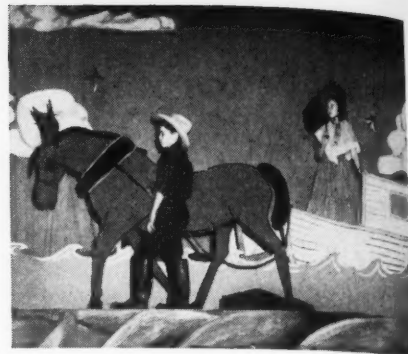
Planning for the production of the pageant began late in October, when the

Music and Art Departments were asked to develop the theme of tolerance and understanding of our fellow man into the framework of the contemplated program. Conferences began and committees were set up in order that teachers concerned might plan the music, art, script and staging. Simplicity was in order, due to such factors as a time limitation of 30 minutes, limited mass rehearsal time and need for a "fixed" stage setup in which only the central characters and dancers would move and small scenes would be changed.

After the outlining of the theme and general plan, Mary Louise Gray, vocal music teacher of Alessandro Junior High School, wrote the script of *The Stranger*. The music was chosen by a committee of teachers from the six junior high schools represented in the All-City Junior High School Chorus, working under the direction of the Supervisor of Music. Staging and accompanying "living pictures," designed to portray the thought of the music, were developed by art teachers from these same junior high schools, working under the direction of Fred R. Holland, Supervisor of Art.

Speaking parts were given to certain members of the chorus and assignment of the part of the Stranger was made from final results of the city-wide junior high school speech contest. Dances were worked out in the girls physical education classes.

The preliminary plans called for but



The Erie Canal, a scene from *The Stranger Shows the Way*

4 mass rehearsals, all within the final two weeks, and each rehearsal was limited to one hour and a half. In order to accomplish this, all preparations of music, dances, speaking parts, "living picture" groups and scenery were made in the individual schools. Rehearsals actually began about January 6.

Singers representing the various schools in the All-City Chorus were chosen on their musical ability, cooperation and class effort and quotas were apportioned according to the enrollment of the school. The final result was a chorus of 150 voices. Even though some students were thus eliminated from participating in the all-city program, they were able to participate in their own schools; for, having learned the music and participated in other phases of the production, each school was enabled to present *The Stranger* in its own auditorium, with its own cast and directors. This made it possible for every child to have some degree of experience with the program.

The net result of these preparations culminated in two performances of *A*

A Stranger Shows The Way, by the All-City Junior High School Chorus, San Bernardino



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CARROLL W. RICE, 19 Estrella, Oakland 11

Stranger Shows the Way, one for the City Teachers Institute and another before a packed house of parents and people of the community in the auditorium of the Senior High School. Ten songs, most of them of American folk origin, arranged especially for the chorus, gave musical evidence of the necessity for putting the Golden Rule into practice. Eight settings, with accompanying "living pictures" and dances, completed the picture.

MANY races, colors and creeds were represented among the participants and the efforts and evident pleasure in their final work paid eloquent testimony to the theme that it is not only possible but necessary for us to recognize and do something about our responsibilities to our neighbors.

* * *

THE A-B-C OF HAND TOOLS

This Walt Disney animated motion-picture graphically illustrates the care and use of hand tools, and is photographed in brilliant technicolor.

Dramatically highlighting the picture throughout is a typical Disney rascal, Primitive Pete. In showing the proper ways to handle wrenches, screwdrivers, saws, hammers, chisels and other modern hand tools, the picture contrasts the correct methods with the humorous wrongdoings of Primitive Pete.

The ABC of Hand Tools is smoothly compounded to make the process of learning unusually practical and entertaining.

There is no rental charge for the use of this film. Exhibitor is to pay transportation costs to and from point of shipment. All California requests for the loan of this film should be directed to Department of Public Relations, General Motors Corporation, 405 Montgomery Street, San Francisco 4.

* * *

H. W. Pat Kelly of Shafter, Kern County, secretary of CTA Central Section and field worker for California Teachers Association, was honored by being named district governor of the 51 Rotary Clubs in District 106, at the recent 10th annual Rotary conference, Santa Barbara.

The Educational Adventure—Then and Now

By Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena;
Frank R. Walkup, Principal

DEAR EDITOR:

Today education, through the medium Of newspapers, the radio, and Magazines, is receiving more Attention than it ever did Previously. Incidentally, teachers On strike have added something new To the picture. The teaching Profession has become more vocal, More assertive. No longer does the Dictum—"Teachers are a timid lot Made to trot in double harness"—Hold. Education is very much to The fore, with such problems as Increased pay for teachers, new Construction, mounting costs, and Curricular offerings that will aid Youth in adjusting himself Successfully to this atomic age.

In contrast, let us return in time To the days of the horse and buggy And to a very small country high School, a time when life was not Beset with complicated problems. This is the milieu that is Familiar to me. It was a One-street farming community, School attendance was not compulsory, And only straight academic work was

Offered. Every subject was a solid. Pupils had no choice but to take College preparatory work, and the Few who were determined to continue Their studies survived; the others Dropped out early and returned to The farm whence they came, there to Round out their days as tillers of The soil. In no way was the school Curriculum geared to the needs of The community. There was no thought Of everyone's passing, regardless of Ability, effort, or performance. Heavy emphasis was placed upon Acquiring facts and passing a final Examination. No matter how well the Daily work was done, the student had to Achieve a grade of 75% in the final, Or he was failed.

Books were not issued free; they had To be bought, and the most any pupil Could earn was fifteen cents an hour. That meant books were well cared for, Prized, and actually read cover to Cover. One time I needed Cicero's "Orations," and there wasn't a copy In the village; so I walked to a Town six miles away in a blinding Blizzard, with heavy drifts Underfoot, to buy the book.

if

your students don't know the fundamental rules

or if

knowing the rules, your students are not able to apply them

use

PRACTICE in ENGLISH

A Workbook in Fundamentals

by Elwood L. Prestwood, Slatington High School, Slatington, Pa. Edited by Bertha Handlan, University of Colorado, formerly of the University of Minnesota High School.

HOUGHTON MIFFLIN COMPANY

500 Howard Street

San Francisco 5, California

Physical education in those days was Largely self-directed. Behind the school Was an old apple orchard dotted with Lumpy sods and big boulders. We boys Decided to lay out a baseball diamond And challenge teams from neighboring Schools. The Board of Education gave Us permission to go ahead, but declined To give us any financial aid. So, we Buried the exposed boulders and Grubbed out the old apple trees. For The firewood in the trees, a teamster Plowed up the ground, leveled it off, And rolled it down into a hard surface. After arranging a schedule of games, We needed money for uniforms and Equipment. This we raised by staging A play and charging the public an Admission. There was no physical Education period. Practice was done on Our own time. Interscholar games were Played Saturdays, on which days we Went to work in the fields at sunup, Laboring until noon; then in a lumber Wagon, behind a team of horses, we Bumped along over miles of dusty roads To meet our opponents on the diamond.

It may sound strange today, but for The serious few education was the main Business of life, which was not Cluttered and involved as it is today

By hectic and time-consuming trifles That reduce life to shreds and tatters. There were few distractions or Diversions to confuse thinking, Frazzle the nervous system, and Channel education away from The big top to the side show. For the instructors it was simple: Here is the educational fare for all; Take it or leave it; please yourself. Definitely the pupil had to fit himself To the iron mould of the curriculum.

Such aids in understanding youth and Helping him make a successful Adjustment to school life as mental Testing, case studies, individual Differences, and health records were Unthought of. Either you were healthy Enough to be in school or you weren't. Everyone, regardless of mental equip- ment,

Interest, or aptitude, was expected to Pursue the same academic routine, Which meant that the mortality was Great, and the survivors were few. If there were any mental blocks in The student's personality, there Were neither counselors nor psychiatrists To resolve the difficulty and assist in Making a readjustment. Joe either Muddled along the best he could

Or went back to the sheltering Security of the ancestral acres.

Incidentally, teachers led drab and Cheerless lives, watched more closely In their movements than were the Ministers, and tolerated because They were doing essential drudgery.

This system of the survival of The few and the neglect of the Majority, after all, had its redeeming Features. The alert and ambitious did Not have their progress impeded by the Ill-adapted and the time-servers. Assignments were long and frequently Difficult. The successful student Developed initiative, a sure sense of Independence, enthusiasm for learning, Excellent study-habits — all of which Stood him in good stead during the Arduous ordeal of college years.

* * *

SANTA BARBARA INSTITUTE

By Roy L. Soules, Director of Community Institute

A SUMMER program of work and play in the theater is planned at Santa Barbara Community Institute in the beautiful little Alhecama Theater.

Classes in acting, speech, stage management, make-up, house operation and direction will be headed by Don Russell, director of the theater, assisted by 4 able instructors direct from the famous Pasadena Playhouse.

As a practical application of theory, 5 plays are projected for the summer season, each running for 8 performances. Casts are to be selected from the summer students and local amateur play enthusiasts. Opportunity is thus offered for all participants in the workshop to take part in many of the varied activities necessary to successful staging of a finished production.

All this is a part of the Adult Education Department of the Community Institute and is available to participants without tuition fees. The rather ambitious summer program is an outgrowth of the year's regular work. Classes open June 30 and run until August 29. This includes the Santa Barbara Fiesta, an opportunity for a grand finale in the fiesta play.

* * *

McCormick-Mathers Publishing Company, Wichita 1, Kansas, has issued New Individual Corrective Exercises For Elementary English, grades 2-6, by Price and others. These books have been completely rewritten — new corrective exercises, new fascinating stories and new meaningful illustrations. They are designed to make learning a happy experience for pupils, and teaching a pleasure. Each book, organized into 9 definite learning units, makes the pupil's progress rapid and sure.

The Reading-Motivated Series —

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A new title following the plan of organization which proved effective in the popular reader, DESERT TREASURE:

Reading Level: 4th grade.

Interest Level: 7th and 8th grades.

First Part: a fast-moving story of adventure, exciting enough to capture the slow reader's interest, and easy enough to permit him to read with facility.

Second Part: short interesting factual chapters correlated with the story material — interest aroused in the story carries over to the factual material so that pupils learn to read for information also.

Work Plans for both sections.

In addition to its effectiveness as a remedial reader, THE ADVENTURES OF CANOLLES has the added value of serving as a history-readiness reader. Interest in the adventure story, with its background of the American War for Independence, motivates further study of American history.

List Price, \$1.52

Harr Wagner Publishing Company

San Francisco

California

TWO POEMS

By Jean Hogan Dudley, Teacher,
Richmond, Contra Costa County

ONCE, in the twilight, starless, somber,
We lit slim candles, watched their glow,
Slender and warm the small flames flowered,
Against the dusk's grey evening flow.

Poems are flames that man has kindled,
Brave candles burning in the night,
To warm our waiting hearts with beauty,
To bring us one brief glimpse of light.

There Is a Song

THERE is a song at the heart of creation,
A ripple of music runs like a refrain;
A song of great planets and small leaflets
curling,
Of petals unfolding, and clouds flinging
rain;

Of tender, new grass on the green-curling
hillsides,
Of tree-roots that grapple with the still,
cool sod.

There is a song at the core of all being,
The infinite music of God.

* * *

U. S. ARMY NEEDS HIGH SCHOOL GRADUATES

ST. CLAIR STREETT, Major General,
United States Army; Chief, Military
Personnel Procurement Service, states:

"We need a stable, well-trained Regular
Army of 1,070,000 men. To maintain this
Army on a volunteer basis, we need a con-
stant flow into the Army of 30,000 men a
month. This is the size of the problem
we must solve if we are to fulfill our
international commitments and to provide
for adequate national security.

"As for the high school graduate him-
self, the Army has much to offer him—
for example, 3 things every man wants:
high pay, a good career, and a chance for
advancement.

"Of particular importance, especially to
high school graduates unable to go to col-
lege, is the opportunity to benefit by
Army training and educational facilities.
This includes: on-the-job training, corre-
spondence courses, special schools for
qualified men, and an accumulation of
college benefits under the GI Bill of
Rights until the Congress officially termi-
nates World War II."

* * *

Teacher supply and demand is studied
and reported annually by Dr. Ray C. Maul
for North Central Association of Colleges
and Secondary Schools, according to

George H. Phillips, public relations direc-
tor, State Teachers College, Emporia,
Kansas. The current report is too lengthy
for inclusion here, but a major point is
that the high school program throughout
that area "has suffered tremendously be-
cause of the necessity of eliminating
certain school activities and subjects.
Fields most affected were agriculture, in-
dustrial arts, physical education, com-
merce, science, mathematics, music and
home economics.

* * *

NEW HENRY HOLT BOOKS

HENRY Holt and Company, publish-
ers, 257 Fourth Avenue, New York,
have issued several important new books:

Story Essays and Story Biographies,
both by McClay and Judson, are revised
editions of widely-used compendiums for
high school pupils; price \$1.72, \$2.08.
Harriet L. McClay is at Pasadena Junior
College and Helen Judson formerly was
at Chaffey Union High School, Ontario;
these competent California school women
have produced worthy texts.

Applied Chemistry, revised, by Wilson
and Mullins, a handsomely illustrated
non-academic high school text of over 700
pages; price \$2.36.

Science, a story of discovery and pro-
gress, by Davis and Sharpe, first issued in
1936, is now brought out in another new
and fully revised edition. It makes gen-
eral science easy and is abundantly illus-
trated; price \$2.36.

The Right Way With Words, 6 practical
workbooks in English, grades 7-12, by
Wood, Carpenter and others, attack the
most frequent and obvious errors made
by average students; prices 60-72c.

* * *

READERS DIGEST AWARDS

VALEDICTORIANS or highest honor
students graduating from high schools
are eligible for the 1947 Annual Award
for Scholastic Achievement, for the 11th
successive year by The Reader's Digest.

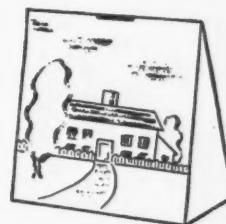
The award consists of a free, one-year
subscription to The Reader's Digest, start-
ing with the July issue and an engraved
certificate for presentation at commence-
ment.

To obtain the award for their students,
principals or superintendents should write
on official stationery, giving full name
and address of the student and his school,
and date of commencement. Requests
should be addressed to Valedictorian De-
partment, The Reader's Digest, Pleasant-
ville, New York.

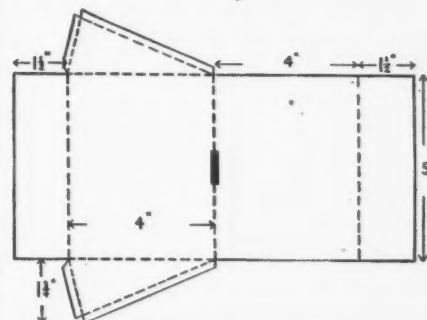
TEACHER APPRECIATION WEEK

SOUTH Dakota held, March 23-29, its
3rd annual observance of Teacher
Appreciation Week. The Governor, in his
official proclamation, urged "all citizens
during the week to consider and partici-
pate in appropriate ways and means of
expressing our appreciation to our teachers
for their public-spirited work." He espe-
cially recommended that the parents of
school children and patrons of schools
make it a point to visit their local schools
and classrooms and thereby demonstrate
their interest in the everyday problems
and work of the teachers. South Dakota
Education Association sponsored the event.

CRAYOLA CLASSROOM PROJECT



A Penny Bank



Use stiff white paper $8\frac{1}{2}$ x 11". This al-
lows 5" for the body of the bank plus $1\frac{3}{4}$ "
each side for the triangular flaps. Cut a
slot in the center. Fold along dotted lines
as shown. Before pasting down flaps, de-
corate the front with CRAYOLA Wax
Crayons. As decoration, let the student
picture the object for which he is saving,



a home, bicycle, vacation
trip, etc. For FREE
CRAYOLA suggestion
leaflet, send postcard to—

BINNEY & SMITH CO.

Dept. T, 41 East 42nd St.
New York 17, N. Y.

Survey Your Businessmen

TO LEARN THEIR NEEDS

By Frances M. Hanover, Teacher, Commercial Department, Santa Rosa High School, Sonoma County

AS business teachers, all of us are trying to prepare our students for the type of work which is available in our particular community. Yet how many of us really know the actual nature of that work, the type of equipment which our graduates will use, and what becomes of our students after they leave school?

New JAM HANDY

Slidefilms for high school Science, Basic Electricity (12 films), \$46.75 delivered. Mechanics (14 films), \$53.80 delivered. Fluids (13 films), \$55.00 delivered. Matter & Molecules (6 films), \$26.35 del'd. Immediate delivery to Fresno & Monterey Counties and north
CARROLL W. RICE, 19 Estrella, Oakland 11

OPPORTUNITY FOR TEXTBOOK REPRESENTATIVE

A well-established publisher of elementary and secondary school textbooks has an opening for a representative in California. Attractive salary, expenses, mileage allowance, and bonus proposition. Representative must own his own car. Applicants write giving detailed particulars as to age, education, experience, background, and salary desired. Full details of positions held, salary earned, and reasons for leaving, should be shown. All replies will be considered strictly confidential. Write Box 113, Sierra Educational News, San Francisco 4, California.

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The Games That Put the
FUN in Fundamentals**

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Four separate games: Addition, Subtraction, Multiplication and Division. Use in any grade.

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ANITA D. V. EMERY
2755 Monroe Road - Santa Rosa, California

With this in mind, I decided last fall to send out questionnaires to the businessmen in Santa Rosa, to find out what they expect of our students on the job and what office machines are actually being used in this area. After completing this study, I then sent out double postal-cards to all of last year's January and June graduates who had had a year of commercial training in our high school, in order to find out what they have been doing since leaving school.

Santa Rosa has a population of about 20,000. Therefore it was not necessary to send out a large number of questionnaires. I mailed 34 of them to various offices and received answers from 16. One cannot expect 100% response, even after making personal calls which I tried as a last resort. However, I do believe that the replies I received are fairly representative for this community.

After summarizing the data from the questionnaires, I learned many interesting things. Half of the offices give prospective employees a preliminary typing test. The majority of them require a speed of 40-50 words a minute as a passing rate; 75% of the typists on the job average 50-60 words a minute.

In the offices where there are stenographers, dictation is given to them at the following rates: 15% dictate at 80 words per minute; 15%, 90 words per minute; 40%, 100 words per minute; 15%, 110 words per minute; 15%, 120 words per minute.

Most of the businessmen expect their secretaries to type between 8 and 10 letters of average length in an hour. Half of them ask their secretaries to compose letters when the need arises. This shows that there is a definite place in the school curriculum for business correspondence.

The kinds of typing which are done in Santa Rosa offices are, in the order of their frequency: letter writing, telegrams, filling out forms, statements, postal cards, index cards, tabulated reports, statistical typing, invoices, typing from rough drafts, legal documents, inventories, payrolls, ledger cards, reports, social case histories, and addressing mailing pieces.

Three businessmen reported that they dictate directly to the typist at the machine.

No manuscript typing was listed. This fact indicates that perhaps we place too much emphasis on that type of work in our typing classes. From a list such as this, one can tell whether or not enough time is being devoted to certain phases of typing.

All the offices reported that they use the alphabetic filing system. This confirms what I learned in Teachers College, Columbia University, that half of the time spent in teaching filing should be devoted to alphabetic filing. Nine offices use subject filing and 9 use numeric filing; none of them use variadex, triple check automatic, geographic, or soundex systems. Nevertheless, students should be taught all systems, to be prepared for any eventuality.

The Underwood typewriter is used in most of the offices, with the Royal running a close second. Other typewriters rank in the following order: Remington, L. C. Smith, Underwood Noiseless, Remington Noiseless.

Other office equipment reported is given below. The machines listed under the main headings are arranged in the order of their greatest frequency:

Adding-listing Machines — Full-vision keyboard

Burroughs Adding, hand-driven
Victor Adding
Burroughs Adding, electric
Monroe Adding, hand-driven
Monroe Adding, electric

Adding-listing Machines — Ten-key keyboard

Underwood Sundstrand, hand-driven
Underwood Sundstrand, electric
Remington Rand, electric
Burroughs, electric

Calculators — Rotary or crank-driven

Friden
Monroe Calculator
Marchant

Calculators — Key-driven

Burroughs Calculator
Comptometer
Marchant Calculator

Posting Machines

Burroughs Bookkeeping Machine
National Cash Register Posting Machine
Elliott Fisher

Voicescription Machines

Dictaphone Dictating, Transcribing and Shaving Machines
Ediphone Dictating, Transcribing, and Shaving Machines

Addressing Machines

Addressograph and Graphotype
Gelatin Process
Ditto

Columbia Duplicator

Stencil Process

Mimeograph

Duplimat

Liquid or Direct Process

Rex-o-graph

On the basis of the machines reported, I am asking for additional equipment to supplement what we already have in our Commercial Department.

Employers emphasized the need for additional training or improvement in school in the skills and work characteristics given below. These are listed in the order in which they were most frequently mentioned: spelling, penmanship, punctuation,

composition of letters, training on the job, business arithmetic, filing, accuracy, reception procedure, correct use of English language, courtesy to public and other employees, loyalty to business, making change, answering phone properly, neat erasures, use of reference material (such as the dictionary), and attention to detail.

Then I classified all the types of work and checked on those graduates of Santa Rosa High School who had not received any further training beyond high school. There were 41 out of the 62 graduates reported who had not gone on to a higher institution of learning. This means that we should give our students as much commercial work as possible in high school.

IN my study of January and June graduates of 1946, I sent postal-cards to all those with a background of one year of commercial work in Santa Rosa High School: 134 cards were mailed, and replies were received from 39.

The questions asked the graduates were as follows: 1. When did you graduate from high school? 2. Have you gone to work since graduation? 3. If you have been working, explain briefly the nature of your work. 4. If you have not taken a job, what have you been doing? 5. If you had the opportunity to go through high school again, would you take more or fewer commercial courses?

Out of the 39 who replied, 18 are attending higher educational institutions, 9 are working in offices, and 9 are doing other types of work; 3 of the girls are married and keeping house.

One student wished that she had taken less commercial work; 5, the same number of commercial courses; 30, more commercial work. Therefore we should encourage students to take all the commercial subjects they possibly can while in high school.

The sending out of questionnaires has helped to create a feeling of cooperation between the school and the businessmen. Many suggestions have been made which are worth while to the Commercial Department. The follow-up of graduates has shown our former students that we are still interested in them and in what they are doing. The jobs they are holding are an indication of the type of training we should be giving our students now.

* * *

HELEN M. SMITH

HELEN M. Smith, former teacher in Santa Barbara public schools, has accepted the position of Elementary Consultant with Silver Burdett Company, textbook publishers, with headquarters in San Francisco.

A native of Santa Barbara and a graduate

of Santa Barbara State College majoring in elementary education, Miss Smith completed work for her Master's degree at Stanford University. For a number of years she has taught in the Santa Barbara City Schools, taking an active part in the development of curriculum. She has also been a critic and demonstration teacher for Santa Barbara College, and has participated in the Reading Clinic at Stanford. Miss Smith served as chairman of the editing committee of the new Arithmetic Guide for Santa Barbara Schools. Recently she has taken work in reading methods under Dr.

Nila Banton Smith, the author of the Learning to Read program, now adopted as the basic reading series in California.

As consultant, Miss Smith will be available for professional services in connection with the interpretation and use of Silver-Burdett publications for elementary schools. Her work will take her into school systems in California, Washington, and Oregon.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting

A Class Science Project

for teachers wishing to bring home to students the immensity of our

Solar System

Here may be all the directions you need for helping your class set up a practicable scale model of the solar system—with the sun right in your classroom, Venus up the hall and Saturn installed in all his ringed glory down at the school bus stop!

THE FOLLOWING TABLE of scaled distances—from the volleyball-size sun to each of the planets—has been worked out as a classroom aid for you by Chicago's noted Adler Planetarium. You will notice that common spherical objects are also suggested in this table, and each of these objects is considered of sufficiently accurate size to represent vividly to your class the relative sizes of the planets themselves in terms of this distance scale.

DISTANCE FROM "SUN"	SCALED DIAMETER	OBJECT
SUN	8.64"	VOLLEYBALL
MERCURY 30'	.031"	POPPY SEED
VENUS 56'	.077"	SMALL BEAD
EARTH 77'	.079"	SMALL BEAD
MARS 118'	.042"	POPPY SEED
JUPITER 395'	.8"	MARBLE "SHOOTER"
SATURN 740'	.716"	MARBLE
URANUS 1490'	.32"	DRIED PEA
NEPTUNE 2310'	.31"	DRIED PEA
PLUTO 3065'	.07"	SMALL BEAD

Scale: 1 inch to 100,000 miles



YOU MIGHT FIND it effective in your class and interesting to outsiders as well to provide descriptive labels and actually locate even the more distant of these planets throughout your school's neighborhood. Or, multiplying the scale given by any feasible number, you might care to lay out the planets on a map of your community, translating their locations where possible into well-known landmarks.

THE ABOVE INFORMATION is from Mr. F.W. Schlesinger, Director of Adler Planetarium, Chicago, Illinois.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.



WRIGLEY'S SPEARMINT GUM is your standard of quality for complete chewing satisfaction

AN INTERESTING CORRELATION

In Art, English and Social Science

By Mrs. Theodosia Thode, English Teacher, Chula Vista Junior High School, San Diego County

A SATISFYING correlation of the Art, English and Social Science departments was a recent 9th grade project of Chula Vista Junior High School.

Ninth grade pupils had completed in social science classes the study of ancient Greece and Rome. In English they were reading the Odyssey. In 9th grade Art, where one day a week is devoted to art appreciation, the instructor was preparing for review purposes the materials illustrating the changes and trends in the development of architecture from the days of the early Egyptians to our own time.

Art pupils had become enthusiastic in their own research and about the pictures and models collected by their instructor. They wished to share their interest and information with other classmates. Notes were taken by each student at the review lecture given by their teacher, Miss Arsina Hauk. Only members of the class and the English advisor were present at this preliminary talk which was illustrated by wall posters, pictures, small models and slides shown on the screen. Entitled Fashions in Architecture, it included the following topics: Egyptian, Grecian, Roman, Romanesque, Gothic, Renaissance, Georgian (for the East

Coast), Mission (for the West Coast), and Modern.

From volunteers, 3 students were selected to repeat the lecture and 3 assistants were chosen to help with the slide projector and other displays. The lecture was given in the 6 English classes so that every 9th grade pupil had the advantage of this fine student interpretation at the appropriate time, when courses of study in English and Social Science provided for the study of the history of early Greece and Italy.

Some of the points which created the greatest student interest were the following:

1. Poster-like simplicity of the charts pointed out the structural contribution of each fashion.

2. Kodachrome slides repeated this information entertainingly in illustrations of actual buildings, serving as testimonials that the information was true.

3. Slides of our town showed dramatically where, by ludicrous contrast, we had no unity in building and where, to our pride, we were achieving it.

The interest stimulated by this project was noticed in English, Social Science and Art classes. Boys and girls are more intelligently aware of the beauty around them. As future citizens they will be more critical of city planning and growth in the community.

* * *

CEREBRAL-PALSIED CHILDREN

Courses Offered for Teacher

UNIVERSITY of California has extended the 1947 program of summer offerings in an effort to meet the growing and urgent need for specially-trained teachers developed by the expansion of the California program for children with cerebral palsy.

The course, Education 379, Educational Treatment of Children with Cerebral Palsy, taught by Mrs. Mildred Reynolds Shriner, was offered for the first time during the summer of 1946, and will be repeated during the first summer session on the Berkeley Campus, June 23 to August 24.

In addition, two advanced courses will be offered as part of the second summer session, August 4 to September 13. These courses, Education 320-E, Professional Methods (2 units); and Education 326, Supervised Teaching in Special Education (4 units), will be conducted in Redwood City at the School for Cerebral Palsied Children, Northern California, in order to utilize the facilities of that school for training purposes. They will be taught by Melba M. Miller, superintendent of School for Cerebral Palsied Children, Northern California, and Carol M. Jensen, consultant in education of

physically-handicapped children, State Department of Education, respectively.

Further information concerning these courses may be had from School of Education, University of California, Berkeley.

* * *

NEW VISUAL AID IN NUTRITION TEACHING

By United States Department of Agriculture, Bureau of Human Nutrition and Home Economics, Washington 25, DC.

KEEPING pace with advances in nutrition knowledge, U.S. Department of Agriculture Bureau of Human Nutrition and Home Economics has prepared an up-to-date series of 10 nutrition charts, as a visual teaching aid for nutrition classes and wall exhibit use.

Food makes the difference, is the theme running through the entire chart set. Photographs of laboratory animals point the importance of well-balanced diet for normal development and growth. Well-fed white rats, sturdy, sleek, and lively, are contrasted with other white rats that show by weak legs, rough coats, stunted growth, or other signs that they got too little of some one essential in everyday food.

EIGHT OF THE BETTER KNOWN NUTRIENTS ESSENTIAL FOR GROWTH ARE THUS ILLUSTRATED, AND THE IMPORTANCE OF EACH—PROTEIN, IRON, CALCIUM, AND VITAMINS A, C, D, RIBOFLAVIN, AND THIAMINE—IS SIMPLY TOLD.

"Rats are used for nutrition studies," one chart explains, "because they will eat the same foods we do and quickly show the effects of good and bad diets. A rat grows up 30 times as fast as a child and usually lives less than 3 years."

In the case of one nutrient—vitamin C—guinea pigs replace rats because rats are not sensitive to a lack of this vitamin.

Rounding out the lesson on each nutrient are sketches of a number of foods, chosen for a double reason. Not only are they good sources of a given nutrient, but also studies of the national food supply show that they are widely available and commonly used.

The new, modernized charts, 19 by 24 inches and printed in yellow and black on heavy white paper, replace an out-of-print black and white edition which became a long-time best seller among the Bureau's educational charts.

Sold in complete sets only, at 75 cents a set, the nutrition charts may be purchased from Superintendent of Documents, Government Printing Office, Washington 25, DC.

New JAM HANDY

Slidefilms for elementary Science.
Basic Bird Study (6 films, 18 lessons), \$27.40 delivered.
Our Earth (5 films, 15 lessons), \$22.90 del'd.
The Sky (7 films, 21 lessons), \$31.90 del'd.
CARROLL W. RICE, 19 Estrella, Oakland 11

SALESMEN WANTED

Sell blankets during summer vacation.
Write ZEPHYR WOOLEN COMPANY, 4016 E. 15th Street, Oakland 1, California.

COURSE IN PHONICS for TEACHER and MOTHER

Teach effectively with easy, new phonics method, nationally acclaimed.
Step by step lessons include all simple phonics principles. Used in all grades. Entertainingly presented. Price \$2.25 postpaid.
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By Margaret McEathron
READING HOUSE
3631 West Blvd., Los Angeles 16, Calif.

COUNTY YOUTH COUNCIL.

By Rebecca M. Starr, Secretary,
Merced County Youth Council

ABOUT a year ago the president of Merced County CTA Council appointed a Public Relations Committee. One of its assignments was to work on a plan of coordinating the efforts of all who work with youth.

The committee of 4 consisting of Rebecca Starr, chairman, Walter Knapp, Ivan McMillin and George Roehr met and set up plans for a general introductory meeting. After more publicity and help from various public officials a large recruiting mass meeting was held. About 150 people representing some fifty organizations attended; Donald Jensen of the Public Welfare Department was elected chairman. Also selected at the first meeting were a secretary and two representatives of each community in the county.

This group, plus the county officials interested, such as juvenile judge, recreation commissioner, probation officer, etc., constitutes the executive committee. This committee is the steering committee for the other working committees.

The Character-Building Committee is the most active at the present time. They have set up and are sponsoring a leadership-training course for group leaders. At a mass leadership recruiting meeting George Reeves of Chapman College in Los Angeles spoke on the topic, Wanted a Leader. From this meeting some 30 prospective leaders were procured. Now the committee is sponsoring an essay contest for children, giving several \$25 scholarships to some summer camps.

The Environment Committee has been working more slowly on its projects. Through study and cooperation with officials involved they have helped to secure better facilities and a secretary for the probation officer. They have approved the plans for a new detention home and are interested in better recreational facilities for boys and girls. Their plans are rather extensive and because of the need for buildings their plans will move more slowly than those of the Character-Building Committee.

Third is the Adjustment Committee. Composed of the welfare department, the courts, the schools and the probation officer, this committee acts as a clearing committee for the problem cases that arise in the county. It refers the case to the group best suited to handle it. This may be a character-building group, the recreation commission or any other existing group that will fill the need.

The group as a whole has 4 mass meetings a year. A noted person is asked to speak and reports are given. The press has been most cooperative in this venture.

WE feel there is a crying need for such an organization in our county and hope it will help the boys and girls to develop into good American citizens and not from juvenile delinquents into criminals.

SCIENCE CLASSROOM SUGGESTION

By Alfred J. Martin, Science Teacher,
Martinez Junior High School;
Wayne F. McIntire, Principal

WHAT kind of snake is that? May I feed the turtle? What does the salamander eat?

These are just some of the questions I have asked of me many times during each day, and I am only too glad to be able to answer them.

In our Science Room I keep what some of my colleagues call a menagerie and others call a zoo. I try to accommodate anything that is brought in to me by the boys and girls of our school, whether it is plant, animal, rock, or otherwise, just so long as it has some interest to them and belongs in a science classroom.

When I arrived to teach here, I found an excellent laboratory with very fine facilities for displays. In trying to encourage an interest in science, I set about trying to make the laboratory look like a science room. Many times I have visited schools, and in looking at the various science classrooms, I have won-

dered what particular science was taught here, for the rooms were bare of anything except a demonstration table, laboratory tables, and chairs. I am one who believes that atmosphere is a great aid to teaching.

IT SEEMS THAT WE ARE MISSING A GRAND OPPORTUNITY TO ENCOURAGE INTEREST IN SCIENCE WHEN WE KEEP OUR APPARATUS AND NATURAL HISTORY DISPLAYS LOCKED IN THE BACK ROOM.

It is a great source of pleasure to any teacher to know that so many youngsters can be taught to have some appreciation for many of the everyday things of life when they are brought to their attention in the science laboratory.

If you haven't tried this idea in your classroom, you may be richly rewarded for the small effort it takes.

* * *

Among recent Scott, Foresman publications are,—Paths and Pathfinders, teachers edition of the new basic reader for grade 7; Think-and-Do Book, an illustrated workbook, to accompany Paths and Pathfinders; Wonders and Workers, the basic reader for grade 8. This important new Scott, Foresman series is coming into wide usage throughout the nation.

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National College of Education

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OF NEVADA, RENO,
NEVADA

BOOKS FOR LITTLE CHILDREN

By Laura B. Everett, Oroville

PATTY PAINTS A PICTURE, story and pictures by Laura Bannon. Children will love this action-story, with the suggestions it gives for painting their own kittens. Attractive format. Illustrations in full color by a children's artist with a sympathy for children and for animals as well. Whitman; \$2.

TORTILLA GIRL, by May F. McElravy; pictures by Laura Bannon. Lupe wants a long-haired dog to lead in the parade. The prize is to be a little dog-house. If

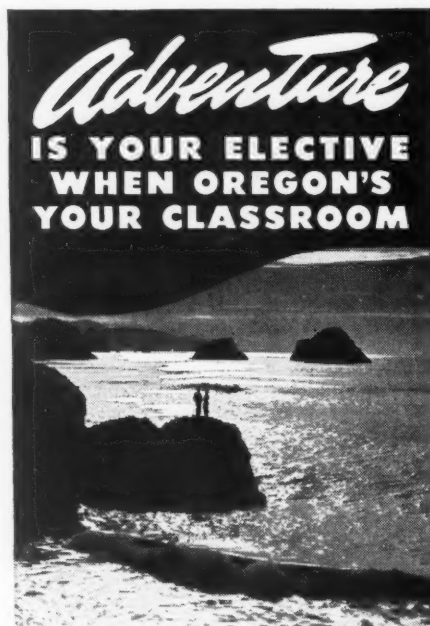
she had the dog she might win the prize and have a house to put the dog in. Lupe's adventures are charmingly told; they are pictured by Laura Bannon in full color. Whitman; \$1.25.

SNIPP, SNAPP, SNURR, AND THE BIG FARM, by Maj. Lindman. Here is another of a series beloved by little readers because the characters do not change. The charming pictures of Swedish life are by the author. Whitman; \$1.25.

SLAPPY HOOPER, The Wonderful Sign Painter, by Arna Bontemps and Jack Conroy; pictures by Ursula Koering. Another of the children's familiar friends, a sort of children's Paul Bunyan. His sign painting is so realistic that when he has a fire burning in his picture it scorches the paint on the automobiles that are parked in front of it. Slappy is asked not to paint any more signs in that town, and he goes away quite discouraged. Houghton Mifflin; \$2.

MOTHER GOOSE, Carolyn Wells edition, with illustrations by 8 artists. This superb edition of the familiar book will appeal to both old and young. It is a fitting memorial to Carolyn Wells, who never lost her rollicking sense of humor. Charming illustrations. Garden City Pub. Co.; \$2.

ANYWHERE IN THE WORLD by Dr. Irma E. Webber; ill. by the author. This



"You learn a lot and have a lot of fun—in Oregon," say thousands of teachers who have discovered the "extras" in an Oregon Summer Session. *Extra beauty*, in Oregon's spectacular scenery; *extra comfort*, in Oregon's delightful climate; *extra stimulation*, with Oregon's outstanding educators! Undergraduate work can be completed at any of the half or full quarter sessions. Graduate work can be completed at the University, Oregon State College, or the Portland Session which combines courses from all Oregon institutions.

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is the story of plant and animal adaptation, profusely and delightfully illustrated in color. The book opens pleasant paths into science for the little learner interested in animals and plants. William R. Scott; \$1.50.

ANIMAL HIDE AND SEEK, told and drawn by Dahlov Ipcar. Animals are protected from their enemies because their coloring is like the leaves or the grasses among which they play. Fawns and squirrels, mice, frogs and bunnies play through the pages of this little book. Scott; \$1.50.

HURRY, HURRY, a story of what happened to a hurrier, by Edith Thacher Hurd; pictures by Mary Dana Shipman. Teachers will laugh over the fate of the hurrier, but may not want to expose their pupils to the example set by impudent Suzie. Scott; \$1.35.

THE BAD LITTLE DUCKHUNTER, by Margaret Wise Brown; pictures by Clement Hurd. Mosquitoes, winds, waves, even grass blades, and the ducks themselves, conspired against the little hunter. Scott; \$1.50.

EVERYBODY EATS, a first picture-book of animals and their food, by Mary McBurney Green, a nursery-school teacher of wide experience; pictures by an art teacher, Edward Glannon. The child who is a "feeding problem" may be helped to see that he is not alone in a different world. Scott; \$1.

TEDDY, by Elizabeth Kinsey; pictures by Jeanne Bendick. Teddy was a big brown friendly dog, who had no one to play with. The story tells how he found a playmate. McBride.

HERE COMES DADDY, a book for twos and threes, by Winifred Milius. Each approaching vehicle, in turn, may be bringing Daddy—but is not, and so the repeated question that appeals to the tots: "Could this be Daddy coming home?" Scott; \$1.25.

HAPPY SINGING

A NEW special series of music books entitled *A Singing School* is issued by C. C. Birchard and Company, 285 Columbus Avenue, Boston 16.

First book in the new series is *Happy Singing*, edited by Dykema and others. Well illustrated in colors, it is intended for use wherever there is more than one grade in a room or assembly hall; and for the early years of such schools, providing for the general area covered in the first 4 grades. Including simple material for these early years, it contains a comprehensive and carefully-planned reading program.

The next book, *Music In The Air*, is soon to be announced.

IN MEMORIAM

James Clay Ray

James Clay Ray died in San Diego, March 22. He had taught in the State for some 40 years, most of the time as high school principal. He graduated with the first class of Chico Normal and began his teaching in Sutter County.

In 1893 he was elected to organize the newly-created Sutter Union High School; 5 years later he resigned and attended Stanford University, where he received his AB degree in 1902.

A year later he organized the newly-created Round Valley Union High School at Covelo. From there he went to Corona High. For some years he was principal of Marysville High. His last position was in Turlock High School; he retired in 1934.

Mr. Ray was a brother of S. S. Ray, also a well-known high school principal, who taught many years at Selma and at Exeter, in San Joaquin Valley.

Mr. Ray left a record for able and high-minded devotion to the cause of education. He was a man of high ideals, who exemplified them in his life. He inspired his pupils with the ideals of industry, probity and good citizenship.

Born in North Carolina in 1865, at an early age his family moved to Williamsburg, Kentucky. When he was 18 they moved to Blue Springs, Missouri. Before leaving there he started to prepare himself for teaching, completing his work at Chico. In 1905 Mr. Ray married Ethel Van Dyke of Covelo, who survives him. He is also survived by 3 children, Harmon Ray of Pacific Grove, Wilbur Ray of Fresno, and Elaine, now in San Diego.

Dr. Donald DuShane, executive secretary, NEA National Commission for the Defense of Democracy Through Education, and a past-president of NEA, died March 11. He was born at South Bend, Indiana, 1885, entered teaching and educational work, and rose to one of the most significant positions in the entire program of Education in the United States as the head of a great national commission.

Seymour I. Stone of Long Beach, California school leader, died Christmas morning. Born in Montana, he taught in Washington State; was teacher in Los Angeles Academy, 1913-14; Phoenix Union High School, 1914-17, when he went to Long Beach as teacher of social sciences. He was principal of Lincoln Elementary School in 1918, principal of Franklin Junior High in 1922 and in 1927 became assistant superintendent; deputy superintendent in 1932 and continued until 1944 when failing health forced him to curtail his activities. He retired in 1946. Active in local, State, and national educational organizations, he was recognized as an outstanding schoolman of California.

Grace Barnes, teacher, University High School, West Los Angeles, and UCLA summer sessions, is author of *General American Speech Sounds*, an excellent illustrated text of 140 pages, published by D. C. Heath and Company, Boston. Of great help to all teachers and students, it is specially for use in all English classes which have a speech emphasis; price \$1.80.

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100% ENROLLMENTS FOR 1947

Southern Section

Los Angeles County — Citrus union high, Hudson — Central, Long Beach — Lee. Pasadena City — Altadena, Arroyo Seco, Burbank, Cleveland, Edison, Fremont, Garfield, Hale, Hamilton, Jackson, Jefferson, Linda Vista, Longfellow, McKinley, Roosevelt, San Rafael, Webster, Willard, Eliot junior high, McKinley junior high, Muir junior college.

Riverside County — Banning union high, Beaumont — Wellwood, Palo Verde — Ripley, Temecula union.

Santa Barbara County — Elwood union.

Ventura County — Bardsdale, Colonia, Rio.

Bay Section

Santa Clara County — Los Gatos union elementary.

Solano County — Benicia high, Dixon elementary, Fairfield elementary, Falls, Comer, Grant Silveyville, Vaca Valley union.

Sonoma County — Alpine, Grant, Huichica, Sebastopol union, Todd.

Vallejo — Carquinez Heights.

Napa County — St. Helena elementary; Napa: Polk Street.

Contra Costa County — Brentwood union, Knightsen, Oakley union, Port Costa, Selby, Antioch primary, Sheldon, Bay Point, Morgan Territory, Clayton.

San Jose — Gardner, Hester, Willow Glen.

Marin County — Larkspur, Park primary, Tomales union elementary, Tomales joint union high, Marin junior college.

San Joaquin County — Banta, French Camp, Holt; Stockton: McKinley, Hazelton.

San Mateo County — Burlingame: Administration office, Hoover, Washington, Woodrow Wilson, Thornton.

Solano County — T. C. McDaniel, county superintendent of schools, Fairfield, reports that for the 9th consecutive year, Solano County teachers (exclusive of Vallejo) are enrolled 100% in CTA.



STUDENTS ALL

LITTLE Diane thrills to her first milking lesson. The cow is "soft" and "warm." Nancy and the older children listen while Weslie Combs, first year student at California Polytechnic School, San Luis Obispo, tells them about their good friend in San Francisco's Cow Palace during Easter vacation week.

Bringing the dairy cow to city children, so they might see, touch and learn the story behind their milk-bottle was the purpose of California Dairy Industry Advisory Board in sponsoring 6 Milking Demonstrations daily at the junior livestock show.

Weslie Combs, who has a State Farmer

degree, and won honors last year in the Future Farmer division at Bakersfield Union High School, conducted the milking demonstrations. He talked through a microphone while he milked on a raised platform so the crowds could see. Between milkings he answered questions when children and parents gathered curiously about the string of 6 Guernsey cows, brought to the Cow Palace through the courtesy of George Emde, owner, Happyholme Guernsey Herd, Lodi.

The Dairy Industry Advisory Board 1095 Market Street, San Francisco 3, has available health education materials for all grade levels, which it provides without charge to California teachers.

Northern Section

Sacramento City — American Legion, Bret Harte, Coloma, Crocker, David Lubin, El Dorado, Marshall, Riverside, Sierra, Tahoe, Theodore Judah, Washington, Special Teachers; California junior high: C. K. McClatchy senior high; Supervision and Administration. — Malcolm P. Murphy.

CTA Kern County Division recently issued 7 mimeographed sheets, on legislative matters, unit organization, minutes of meetings, and list of representatives. Kern County has a very active CTA group.

* * *

Stanford University Press has issued one of its most worth while books, entitled *Mammals of California*, the work of Lloyd Glenn Ingles. This book gives in detail the life history of the numerous mammals of California, and will be of especial interest to naturalists, zoologists and nature lovers generally.

The author, member of the faculty of Fresno State College, wrote his book with the intention of making it an educational contribution rather than an extremely scientific work. It is a book for beginners who love the great outdoors and want to know something about the animals which are at present in this wonderland of the Pacific and those which were here in a prior time.

The many illustrations add greatly to the interest of the book. Price, \$4.

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TWO POEMS

By Anna M. Priestley, San Diego

The Healing Touch

SHE teaches crippled children, and she knows
More than most people do of childhood woes.

Her voice, that falls like music on the ear,
Can in a moment banish doubt and fear.

By practicing the art of being kind
She heals the body while she heals the mind.
The wrecks of childhood, beaten at the start,
Come to a tranquil haven in her heart.

"Suffer the children to come unto Me,"
A Teacher said, once in old Galilee.
This guide of broken childhood must have known
The touch of healing Hands upon her own.

In Worlds Apart

EACH man lives in a separate world,
From others set apart,
No one can probe another's brain
Nor gauge another's heart.

Each in his own small orbit moves
Around a central sun.
Each borrows light from other spheres
But never are they one.

Only, at times, thought comes to life
And leaps across the space
That lies between two lonely selves,
To bring them face to face.

From that brief contact of two minds
Is struck a vital spark,
And for an instant there is light
Where all before was dark.

* * *

THE SNOW HOUSE

MARIAN E. Johnston, retired teacher, Riverside, has contributed several excellent and interesting articles to this magazine. Born in Iowa, she attended Iowa State College at Ames, taught in Iowa, 1891-1903; began teaching in Riverside County, 1927; retired, 1938; and returned to teaching in 1941 because of the teacher shortage.

There she wrote *The Snow House*, a lively story-book, for her two little grandchildren, who could only read about the wonder and beauty of the snow-storm. In a few years they probably will be skiing in the High Sierra of Southern California.

Beautifully illustrated in color by Marion Downer, *The Snow House* was published in 1940 by E. P. Dutton and Company, 300 Fourth Avenue, New York City; price \$1.50.

MAY 1947

PRAIRIE SCHOONERS

By Roger William Nesbitt,* Age 10,
Fifth Grade, Central School, Redondo Beach

Mrs. H. P. McCandless, Teacher

Thud! Thud! Thud!

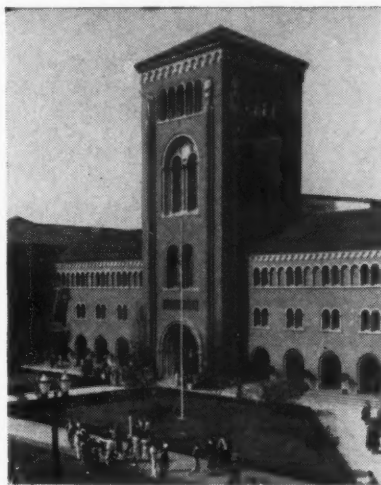
The wagons roll out.
The wagons roll out of the small town.
The wagons on their way West!
Indians are waiting to attack them,
But every man has a brave heart
And eager eyes waiting impatiently to see the West.

They did their best and succeeded.
We are grateful to them.
The timid stayed home,
The brave went West.

Independence was very lonesome
After the grass was up.
Many men got rich!
Many died.
Along the way they left things,
In the days of the Prairie Schooners.

Independence was a rugged town
Filled with men of all kinds,
But the gayness was in the West
In the days of the Prairie Schooners.

* Inspired by the stories of pioneers in the social studies unit on The Westward Movement.



Students will find numerous offerings in the Graduate School, in the College of Letters, Arts, and Sciences, in the Colleges of Architecture, Commerce and Business Administration, Engineering, Music, and Pharmacy; in the Schools of Education, Journalism, Library Science, Public Administration, Religion, and Social Work; and in the departments of Occupational Therapy, Physical Therapy, and Radio.

Write for Summer Session Bulletin

The University of Southern California
LOS ANGELES 7, CALIFORNIA

COMING EVENTS

Readers are cordially invited to contribute notices of educational meetings of State-wide and national significance.

May 1 — Child Health Day.

May 2-3 — Annual Northern California Music Festival; Stockton. Under auspices of Northern California School Band, Orchestra and Vocal Association. Festival Chairman, David Lawson, College of the Pacific.

May 2-3 — California School Supervisors Association, Northern Section. Chico.

May 4 — Horace Mann Sesquicentennial Observance terminates; began May 4, 1946.

May 4-11 — Music Week; Religious Book Week.

May 5-12 — Inter-American Conference on the Conservation of Renewable Natural Resources. Yosemite National Park.

May 6-8 — President Truman's Fire vention Conference. Washington, DC.

May 10 — CTA Southern Section Council; regular meeting. At the Section headquarters, 12 South Figueroa Street.

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SUMMER SESSION

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(Continued from Page 47)

May 11 — Mothers Day.

May 18 — National Citizenship Day, annual observance sponsored by NEA Committee on Citizenship, 1201 16th Street NW, Washington 6, DC.

May 24 — Audio-Visual Association of California Bay Section; spring meeting. At Acalanes Union High School, Lafayette, 10 am-3 pm. Installation of officers; display of equipment; and program; visitors welcome.

May 24 — Association for Childhood Education, Bay Section; spring meeting. Claremont Hotel, Berkeley.

May 30 — Memorial Day.

May 30, 31, June 1 — California Home Economics Association; annual State convention. Hotel Huntington, Pasadena. For information address Mrs. Verna Strader, 601 Blackwood Avenue, North Sacramento.

June 2-4 — National Congress of Parents and Teachers; national convention. Chicago.

June 14 — Flag Day.

June 15 — Fathers Day.

June 16-20 — Childrens Theatre; 2nd annual conference, at University of Indiana, Bloomington; auspices American Educational Theatre Association, Waldorf-Astoria, New York 22, NY.

June 21 — State Commission on School Districts. Biltmore Hotel, Los Angeles.

June 22 — July 1 — Institute of International Relations. Mills College, Oakland.

June 23-July 3 — California Agricultural Teachers Association; summer conference. California Polytechnic School, San Luis Obispo.

June 23-August 1 — Pacific Coast Council on Intercultural Education; annual graduate school summer workshop, under direction of Dr. Stewart G. Cole; at San Diego State College. For information address the Council at 262 Chamber of Commerce Building, Los Angeles 15.

June 23-August 15 — UC Demonstration Secondary School; summer session; Robert E. Brownlee, principal. Technical High School, Oakland.

June 23-August 1 — Workshop in Intercultural Education. University of Southern California, Los Angeles.

June 29-July 9 — Institute of International Relations; 13th annual session, Whitier College.

June 30-July 5 — American Library Association; annual conference. San Francisco.

July 4 — Independence Day.

July 7 — NEA Department of Kindergarten-Primary Education; section meeting. Cincinnati. Marion N. Rowley, secretary.

July 7-11 — National Education Association; Representative Assembly and Committees only. Cincinnati, Ohio.

July 14-18 — Visual Education Institute; 5th session. University of Wisconsin, Madison.

July 14-25 — NEA Department of Classroom Teachers; 4th national summer conference. Miami University, Oxford, Ohio. For information address the Department at 1201 Sixteenth Street, NW, Washington 6, DC.

July 14-25 — NEA Department of Elementary School Principals; 9th annual conference. Ohio State University, Columbus.

July 28-August 22 — NEA Institute of Organization Leadership; second annual session. American University, Washington, DC.

August 27-29 — National Association for Nursery Education; biennial conference. Whitcomb Hotel. For information address Mrs. Helen Marchand, San Francisco State College.

October — Southern California Boys Federation; 2nd annual convention. Alhambra High School, host.

October 6-10 — American Public Health Association; 75th annual meeting. Atlantic City.

October 25-27 — CTA Bay Section; 6th annual leaders training conference. Asilomar.

November 9-15 — American Education Week; national observance.

November 24, 25 — CTA Central Coast Section; annual convention. Monterey.

November 27-29 — National Council of Teachers of English; annual convention. San Francisco. The first time NCTE has met west of Kansas City. For further information address Harlen M. Adams, State College, Chico.

December 28-31 — Phi Delta Kappa; 21st National Council. Hotel President, Kansas City, Missouri.

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